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ABSTRACT

Brief summaries are provided for each of the standardized tests used in California for college admissions and placement, in accordance with the law requiring the filing of financial disclosure and test materials and data for any tests administered to as many as 3,000 persons in the State. The summaries provide narrative and tabulated data concerning the number of persons (by sex and ethnic group, in most cases) having taken the test, the subjects covered by the test, and mean scores. Part 1 describes five tests for undergraduate colleges: the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test; the Scholastic Aptitude Test and College Board Achievement Tests; the American College Test; the Test of English as a Foreign Language; and the Advanced Placement Examinations. Part 2 describes four tests for graduate and professional schools: the Graduate Record Examinations; the Graduate Management Admission Test; the Law School Admission Test; and the Medical College Admission Test. Appended are the California Senate bill requiring disclosure, and the financial disclosure data and additional information provided by the test sponsors which comprise 70% of the document. The document contains 38 references. (KM)

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Executive Summary

Senate Bill 1758 of 1984 (Torres), codified as *Education Code* Sections 99150-99164, requires sponsors of standardized tests to report certain data, including financial disclosures, to the California Postsecondary Education Commission on an annual basis, provided the test sponsor administered the test to 3,000 or more test subjects in California during a testing year, a fee is charged the test subjects, and the test has been given for at least five years. Included under the law are tests used for admission to postsecondary institutions or programs, as well as those used for placement purposes in institutions or programs.

Under the law, the Commission must submit a summary report on these tests to the Governor, the Legislature, the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, and the Superintendent of Public Instruction on or before March 1 of each year.

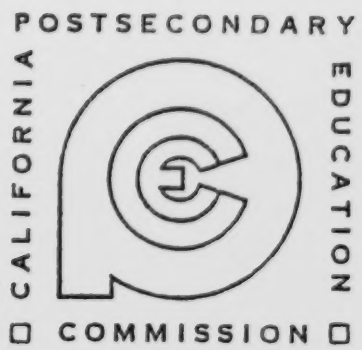
This document is the third in the Commission's series of these annual summary reports. It briefly describes each of the nine standardized tests that fell under the purview of the law in 1987 and presents data pertaining to them. Following an introduction that explains the report, Part One on pages 3-14 summarizes five tests used by undergraduate institutions, and Part Two on pages 15-16 describes four tests used for graduate and professional programs. Each of the sponsors of these tests complied with the provisions of the law regarding information to be submitted to the Commission, and pages 27-136 reproduce their financial disclosure data and other relevant information from them.

The Commission adopted this report at its March 21, 1988, meeting, on recommendation of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Library of the Commission at (916) 322-8031. Questions about the substance of the report may be directed to Dr. Norman Charles of the Commission staff at (916) 322-8020.

STANDARDIZED TESTS USED FOR HIGHER EDUCATION ADMISSION AND PLACEMENT IN CALIFORNIA DURING 1987

The Third in a Series of Annual Reports
Published in Accordance with Senate Bill 1758
(Chapter 1505, Statutes of 1984)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985



COMMISSION REPORT 88-14
PUBLISHED MARCH 1988

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Introduction

IN 1978, California became the first state to enact "truth-in-testing," or "test disclosure" legislation (Senate Bill 2005, Dunlap). That law required sponsors of standardized admissions tests to file financial disclosure statements, copies of materials distributed to test-takers, and copies of recent tests with corresponding answers with the California Postsecondary Education Commission, provided that the test was administered to at least 3,000 individuals in California. This information then became public record, available to interested parties through the Commission's library.

The California law, and proposals for similar legislation in over two dozen states and in Congress, was brought about as a result of heated debate between critics of testing on the one hand, who argued that admission tests discriminated against certain groups and that the rights of test takers were not adequately protected, and groups on the other hand that defended the benefits of such tests, believed that the disclosure of tests to the public would not enhance public understanding of the role of tests in the overall admission process, and argued that government should not regulate this process. The leading critics of testing and advocates of legislation to regulate it were consumer-advocacy Public Interest Research Groups, with Ralph Nader as their national spokesperson. Opponents to such legislation included test sponsors such as the College Board, test developers and administrators such as the Educational Testing Service, and leading educational associations such as the American Council on Education and the American Association of Collegiate Registrars and Admissions Officers (Greer, 1984, p. 322).

In 1979, New York enacted legislation requiring unlimited test disclosure and the return of tests and answers to test-takers. New York's law, which also provided procedures by which test-takers could challenge test answers and the score they received on the tests, became the model law on which other states and Congress based their proposals. So far, however, California has been the only other state to enact similar consumer protection -- Senate Bill 1785 (Torres, 1984), which is reproduced in Appendix A on pages 17-26. This report responds to that law.

Sections 99152-99154 of the California *Education Code*, created by that law, require that sponsors of standardized tests used for admission or placement of students in California colleges file a financial statement, copies of tests with answers, and data relative to tests administered nationally and in California. Section 99155 of the *Code* requires the California Postsecondary Education Commission to submit an annual report summarizing these test data to the Governor, the Legislature, the Regents of the University of California, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and the Superintendent of Public Instruction. In addition, the Commission is to maintain materials submitted by the test sponsors and make them accessible to the public.

The testing year 1985-86 was the first in which the law was fully operational, and in response the Commission has published two previous reports in this series (1986, 1987). Each of the test sponsors has complied with the test disclosure and consumer protection provisions of the law, although several of them are still in the process of developing computer programs to obtain and report California test-score data by sex and ethnicity. The data that are currently available have been included in this third report, and as the Commission receives additional data, they will be entered into the Commission's data base and referenced in future reports.

This 1988 report contains brief summary statements about each of the tests for which the Commission has received information -- in Part One, those used by undergraduate institutions, and in Part Two, those used by graduate and professional schools.

- Part One describes five tests for undergraduate colleges -- the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test, the Scholastic Aptitude Tests, College Board

Achievements Tests, the American College Test, and the Test of English as a Foreign Language.

- Part Two describes four tests for graduate and professional schools -- the Graduate Record Examinations, the Graduate Management Admission Test, the Law School Admission Test, and the Medical College Admission Test.

Financial disclosure data and additional information pertaining to the tests are reproduced from the test sponsors in Appendix B.

Because standardized tests play a major role in college admission and placement, it is important that students, parents, educators, and the general public understand the purposes and characteristics of these tests and the uses of test scores. To this end, the sponsors of all tests summarized in this report provide high school and college counseling offices with information about their tests, including their statistical reliability and usefulness in predicting first year academic success. They also provide potential test takers with information bulletins describing the tests and containing sample questions from past editions of the tests. These pamphlets, brochures, books, and tests may be reviewed in the Commission's library at 1020 Twelfth Street, Sacramento, California 95814. Information about library hours may be obtained from Elizabeth Testa, Senior Librarian, at (916) 322-8031.

1 *Tests Used for College Admission, Placement, and Financial Awards*

Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is intended to measure the verbal and mathematical reasoning ability of high school juniors rather than their knowledge in specific academic areas. In 1986, it was taken by 1,246,640 juniors, including 104,718 Californians -- an increase over the previous year of 65,069 nationally and 5,219 in California.

High school juniors may take the test for several reasons. As its name implies, it serves as a "warm-up" for taking the Scholastic Aptitude Test (SAT) in the senior year. It also serves as the basis for recognition and scholarships offered in the National Merit Scholarship Program, the National Achievement Scholarship Program for Outstanding Negro Students, the National Hispanic Scholar Awards Program, and the Telluride Association Summer Program in the humanities and social sciences.

Following the correction of their tests, students receive a copy of the test book, a list of the correct answers, their own answers, their scores, and their percentile rank. This affords them the opportunity to check their errors, compare themselves with other test-takers nationally, and sense how they might score on the SAT. Students and their counselors may also determine areas where academic skills and preparation could be strengthened.

Display 1 below shows the ethnic composition of test-takers nationally and in California. As might be expected, the proportion of Asian-American and Mexican-American students among the test-takers is much greater in California than in the nation at large, while the proportion of whites is lower, -- 61 percent compared to 82 percent nationally.

Display 2 on page 4 compares national and California mean verbal and mathematics scores as well as California scores by ethnicity and sex. National and California mean verbal scores remained virtually unchanged between 1985 and 1986, with California, at 40.4 on a scale of 20 to 80, remaining slightly be-

DISPLAY 1 Ethnic Background of High School Juniors Taking the PSAT/NMSQT in 1985 and 1986

Category	National				California			
	Number		Percent		Number		Percent	
	1985	1986	1985	1986	1985	1986	1985	1986
American Indian	5,146	5,746	0.5%	0.5%	694	747	0.8%	0.8%
Asian American	44,111	49,075	4.1	4.3	14,244	16,418	15.4	16.9
Black	78,542	87,724	7.3	7.7	5,287	5,539	5.7	5.7
Mexican American	23,111	26,162	2.1	2.3	8,928	9,651	9.7	10.0
Puerto Rican	9,016	9,736	0.8	0.9	224	240	0.2	0.2
Other Hispanic	15,682	16,949	1.4	1.5	3,005	3,241	3.3	3.3
White	897,878	938,784	82.9	82.0	58,354	59,207	63.1	61.0
Other	9,382	10,326	0.9	0.9	1,681	1,941	1.8	2.0
No Response	98,703	102,138			7,082	7,734		

Source: College Entrance Examination Board, 1987c.

DISPLAY 2 Mean Scores of California Juniors, by Ethnicity and Sex, taking the PSAT/NMSQT in 1986

Category	Verbal						Mathematics					
	Total		Men		Women		Total		Men		Women	
	Number	Mean	Number	Mean	Number	Mean	Number	Mean	Number	Mean	Number	Mean
Asian American	16,416	37.9	8,012	38.3	8,393	37.5	16,414	48.4	8,009	50.6	8,394	46.3
Black	5,539	34.4	2,216	35.1	3,320	33.9	5,539	37.5	2,216	38.9	3,320	36.6
Mexican-American	9,650	34.9	4,133	35.7	5,506	34.3	9,649	39.3	4,133	41.3	5,505	37.9
Other Hispanic	3,241	35.6	1,327	36.6	1,913	34.9	3,241	40.0	1,327	42.3	1,913	38.5
White	59,207	42.8	26,957	43.5	32,234	42.3	59,190	46.7	26,948	49.1	32,226	44.7
Other	1,941	38.0	866	39.0	1,075	37.2	1,941	43.0	866	45.7	1,075	40.8
California	104,714	40.4	47,726	41.1	56,931	39.8	104,690	45.4	47,712	47.8	56,921	43.4
National	1,246,597	40.9	564,753	41.6	681,189	40.3	1,246,467	45.0	564,697	47.2	681,115	43.1

Source: College Entrance Examination Board, 1986e, pp. 4 and 6-9, and unpublished reports.

low the national mean of 40.9. Mean mathematics scores, however, remained at 45.0 nationally and increased from 45.3 to 45.4 in California. This increase was particularly interesting because of the increased number of students taking the test in 1986. With increased numbers, mean scores might have been expected to decline as students from more diverse backgrounds participated.

As was true in prior years, males who took the PSAT-NMSQT in 1986 scored higher than women on both its verbal and mathematics portions, nationally as well as in California. Considerable differences in scores occurred among ethnic groups in California, with white students averaging 42.8 on the verbal test, compared to 34.4 for Black students. On the mathematics test, Asian-American students had the highest average score -- 48.4, compared to 46.7 for white students and 37.5 for Black students.

Although Displays 1 and 2 report scaled mean scores in tenths of points, the scores of individual students are rounded prior to being reported to them; and because no test can measure ability perfectly, the College Board encourages students and counselors to view scores in a range rather than as precise points on a scale. In the case of the PSAT/NMSQT, this range, or "standard error of measurement," is four points. Hence a reported score of 40 should be thought of as a true score of somewhere between 36 and 44. Small differences in reported scores, therefore, may not indicate any real differences in the ability of students.

Scholastic Aptitude and College Board Achievement Tests

The Scholastic Aptitude Test (SAT) and the College Board Achievement Tests are part of the College Board Admissions Testing Program, which also includes the Test of Standard Written English and the Student Descriptive Questionnaire.

- The SAT is a two-and-one-half hour multiple-choice test that measures verbal and mathematical reasoning abilities related to academic success in college. It serves as a national common standard of measurement for colleges in compensating for the wide variety of high school course content and grading standards throughout the nation.
- The College Board Achievement Tests measure knowledge in specific subject areas and are required of students by some colleges for admission, placement, or both.
- The Test of Standard Written English is a 30-minute multiple choice test adminstered with the SAT that can be used by colleges for placement of students in freshman English classes.
- The Student Descriptive Questionnaire is completed by students taking either the SAT or the Achievement Tests and provides colleges with educational and extracurricular information about them.

Scholastic Aptitude Test

"No psychometric instrument has received more media scrutiny and discussion or generated more controversy than the Scholastic Aptitude Test," Lloyd Bond has written in his "In Defense of Admissions Testing" (1986). "The remarkable feature of the controversy is the persistently contradictory nature of the arguments: It has been claimed at one time or another in the course of the debate that the SAT is overused, and that it is underused; that it is relatively insensitive to special preparation, and that it is very sensitive to such preparation; that it advances the cause of equity and access, and that it frustrates those goals; that it is one of the best predictors of college performance, and that it is next to useless in making such predictions. The list goes on and on."

Bond's comments summarize more than a decade of debate in books and articles about the SAT and serve to highlight not only an ongoing controversy regarding it but also its significance in the minds of many people, including publishers. Yet the College Board and the Educational Testing Service -- the SAT's sponsor and creator -- constantly remind the public that it should not be considered the pivotal point around which a student's future career is thought to resolve. As Gregory Anrig, president of the Educational Testing Service since 1981, has commented, "I urge people not to put too much weight on tests, to realize that they provide useful -- but limited -- information" (1986). And Warren Willingham of the College Board has shown that persistent and successful extracurricular accomplishment in high school is a better predictor of leadership in college than high school grades or high SAT scores (1985, p. 179). Thus, most prestigious colleges and universities use many other factors besides the SAT in making their admissions decisions. However, the SAT remains an important part of their overall evaluation, since, when considered along with high school grades, it remains the best measure for predicting first-year grades in college and, when combined with Achievement Test scores, the best predictor of success in college majors. Over a million high school students took the test in 1985 -- two out of every three going on to college -- and of the million, 117,198 were in California.

Both the University of California and the California State University use total SAT scores, combined with high school grade-point averages (GPA), as a factor in making admissions decisions. They use the combination of scores and grades to produce an "Eligibility Index" for admission. If students' grade-point averages are low, their combined verbal and mathematics scores on the SAT must be correspondingly higher -- and vise versa, as Display 3 below shows. That display also indicates that University of California applicants with a grade-point average above 3.30 need take the SAT for placement only and that State University applicants with a grade-point average above 3.10 need not take the SAT at all.

Display 4 on page 7 shows the mean verbal and mathematics scores of SAT test takers nationally and in California over the past five years, reported on scales from 200 to 800. As can be seen, mean verbal

DISPLAY 3 *Abbreviated Eligibility Indexes of the University of California and the California State University, Using the Scholastic Aptitude Test (SAT), 1987-1988*

Grade-Point Average (GPA)	Minimum Scholastic Aptitude Test (SAT) Score	
	University of California	The California State University
	If GPA is above 3.30, SAT is used only for placement purposes.	
3.30	400	If GPA is above 3.10, SAT is not required.
3.10	850	520
2.80	1550	760
2.40	GPA below 2.78 does not qualify.	1080
2.00		1400
		GPA below 2.00 does not qualify.

Source: California Postsecondary Education Commission

scores nationally and in California were nearly equal in 1981-82, but by 1986-87, California scored 6 points below the national mean of 430. On the mathematics test, however, California's mean score continued to surpass the national mean throughout the period and in 1986-87 exceeded the national mean by 6 points.

Display 5 on page 8 reports five years of SAT mean scores by sex, nationally and in California. At the national level as well as in California, men continued to score higher than women in 1986-87 on both the verbal and mathematics tests. On the verbal test, the mean scores of California men improved and those of women in California remained constant, while the national mean for both men and women declined slightly from the previous years. On that test, the gap between national mean scores and California scores had been widening over the past five years. In contrast, on the mathematics test, California men and women have both continued to surpass their national counterparts. On that test, the scores of California men remained constant in 1986-87, while those for California women increased by two points.

College Board Achievement Tests

College Board Achievement Tests are offered in 14 subject areas, with each test lasting one hour. Display 6 on page 9 compares national and California mean scores, on a range of 200 to 800, for the three of the 14 taken most frequently by Californians. It shows that in 1986-87 as in 1985-86, Californians earned lower mean scores in each subject area than their national counterparts, with both national and California means improving over 1984-85, or remaining constant.

Applicants to the University of California must take three College Board Achievement Tests, including English Composition, Mathematics I or II, and one test from English literature, foreign language, science, or social studies. Applicants to the California State University do not need to take any of the Achievement Tests, although they may use them for placement purposes.

American College Test

Of the national high school graduating class of 1987, 777,444 had taken the ACT Assessment, primarily students in the Mid-West, Rocky Mountain and Plains states, and the South. Californian's were only 13,803 of the national total. The ACT, however, is an alternate examination to the SAT for admission to both the University of California and the California State University. The "eligibility index" using the ACT appears in Display 7 onpage 9.

The four-part ACT Assessment is curriculum based, in that, it tests students' content-specific knowledge and skills, obtained and developed over three or four years of high school, in English, mathematics, social studies, and natural science. A sound academic preparation is a prerequisite for doing well on Assessment. Each of its four tests produces a raw score that is converted to a standard score of 1 to 36. The composite score used by the University and State Unviersity in their eligibility index is simply the sum of these four standard scores, divided by four.

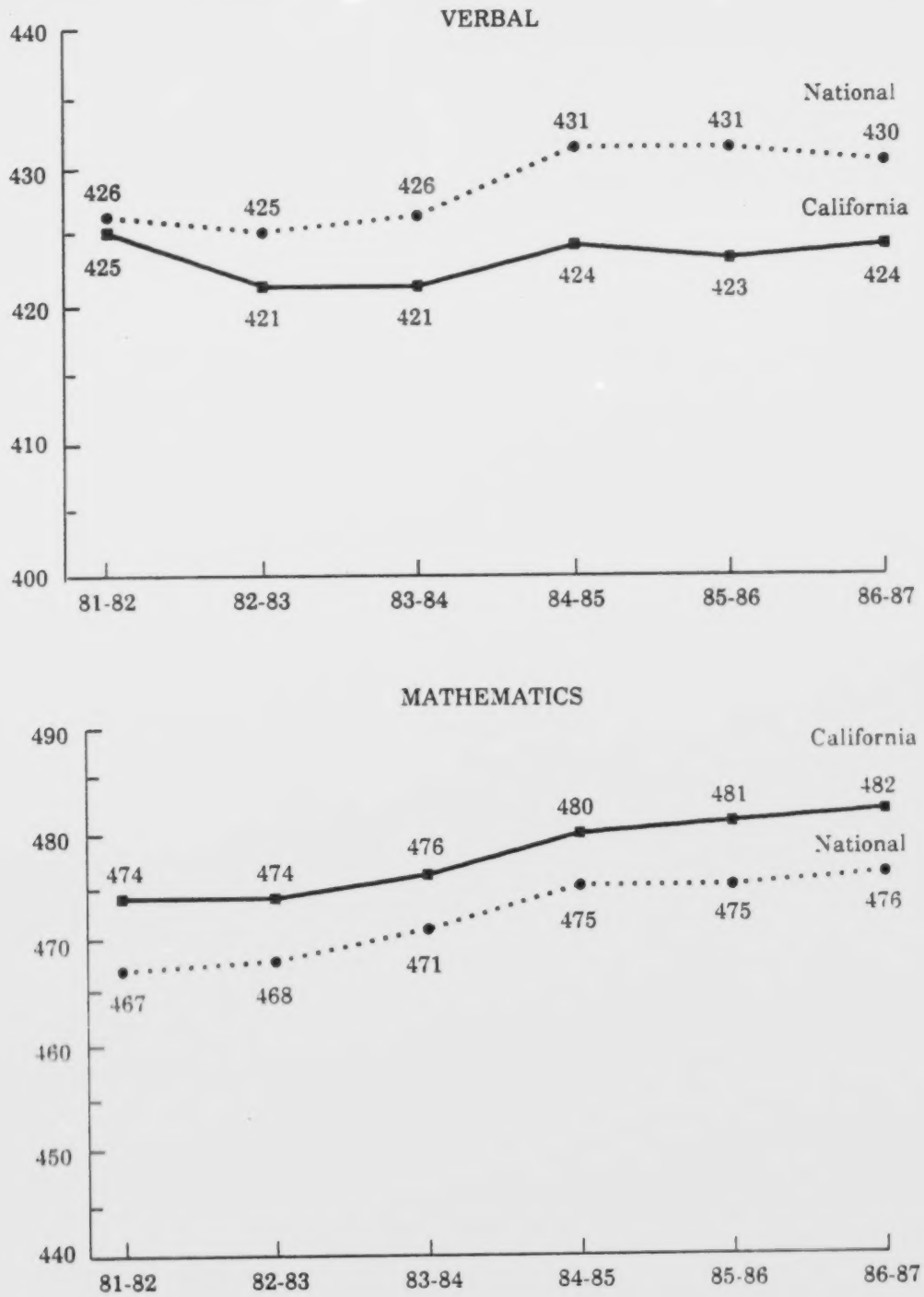
California students do well in composite mean scores, compared to their mid-western counterparts, as seen in Display 8 on page 9. The natural science test, containing 52 questions to be answered in 35 minutes, and covering the subject areas of biology, chemistry, physics, and physical sciences, is the only section of the ACT Assessmentin which California students' scores dipped close to national means.

In 1986-87, the composite mean scores of males, both nationally and in California, continued to surpass those of females as shown in Display 9 on page 10. However, both male and female mean scores in California declined, dropping them closer to the national mean in each case.

Advanced Placement Examinations

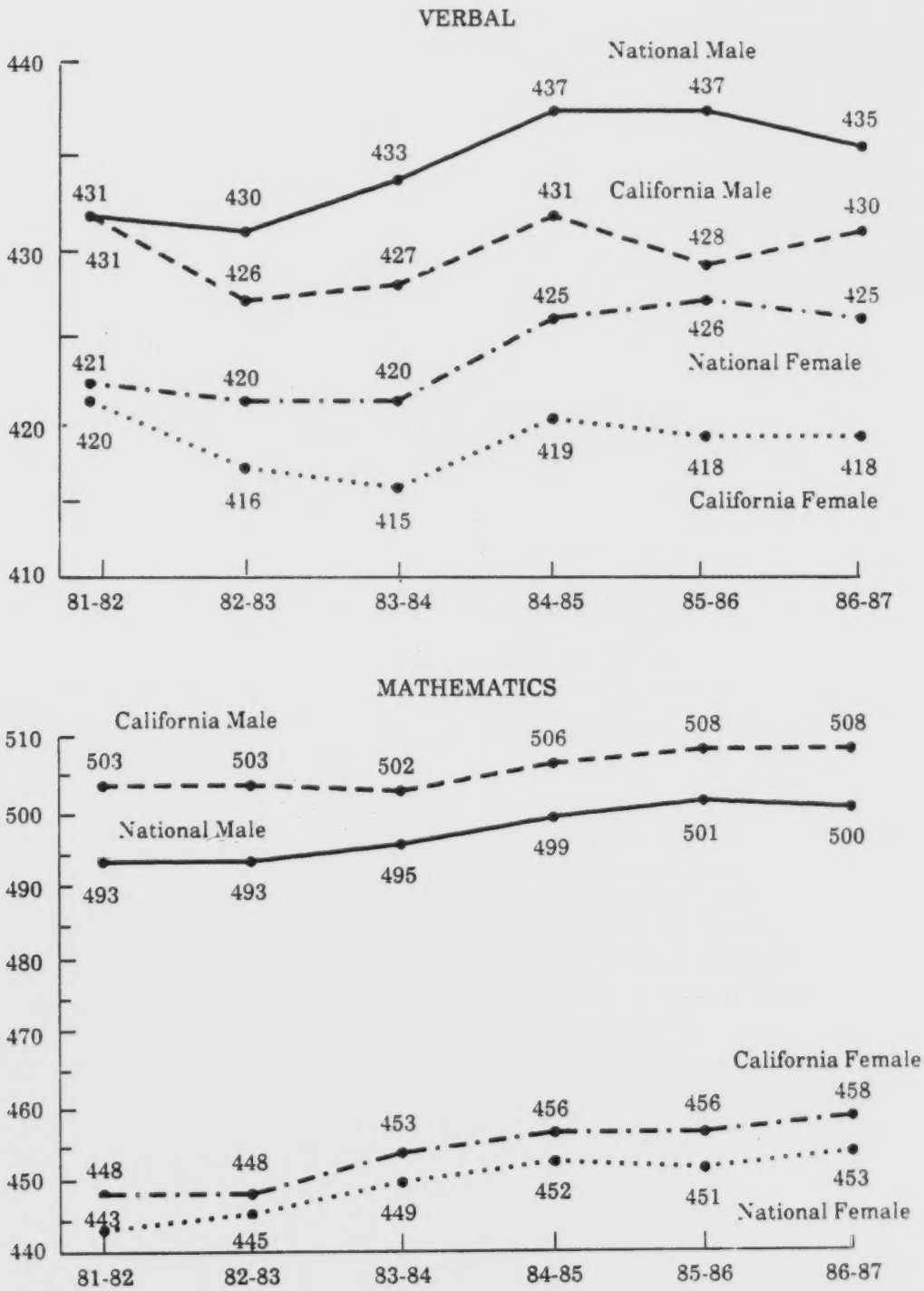
About 30 percent of the high schools in the nation offer college level classes to their students. The curricular material are provided to the high schools by the College Board, and final examinations in each subject area are designated and administered by the Educational Testing Service. Twenty-four Advanced Placement Examinations are offered, in 13 subject areas, each yielding a score of 1 (no recommendation) to 5 (extremely well qualified). More than a thousand colleges award either academic credit,

DISPLAY 4 National and California Scholastic Aptitude Test Mean Scores, 1981-82 Through 1986-87



Source: College Entrance Examination Board.

DISPLAY 5 *National and California Scholastic Aptitude Test Mean Scores, 1981-82 Through 1986-87, by Sex*



Source: College Entrance Examination Board.

DISPLAY 6 *National and California Mean Achievement Test Scores in English Composition, Mathematics Level I, and Mathematics Level II, 1985-1986 and 1986-1987*

	English Composition				Mathematics I				Mathematics II			
	Number		Mean		Number		Mean		Number		Mean	
	1986	1987	1986	1987	1986	1987	1986	1987	1986	1987	1986	1987
National	192,498	199,051	522	524	149,562	153,781	541	548	50,261	54,095	660	662
California	39,563	43,038	496	496	32,087	35,331	518	525	10,079	11,100	646	646

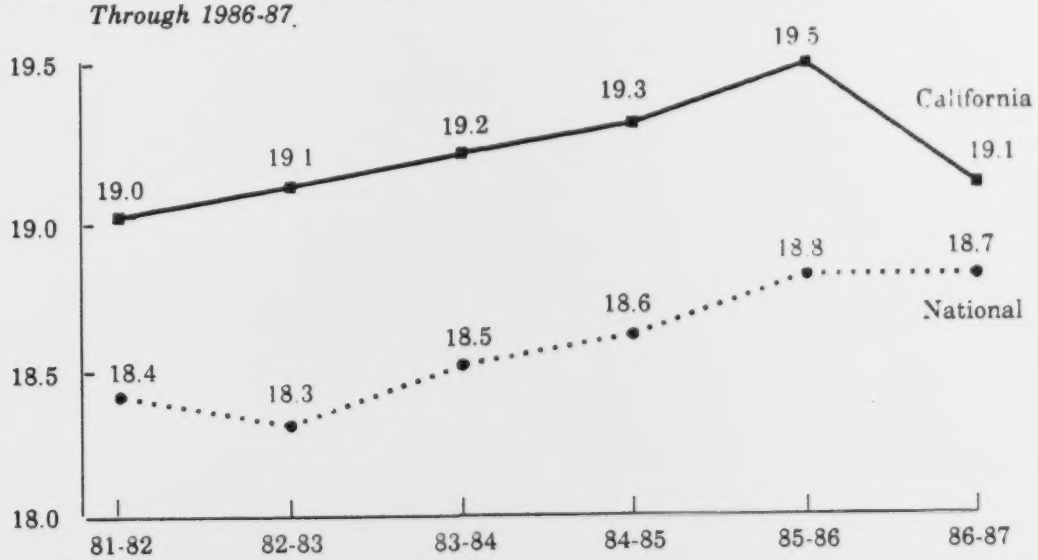
Source: College Entrance Examinations Board, 1986e, p. 6; 1986f., p. 3.

DISPLAY 7 *Abbreviated Eligibility Indexes of the University of California and the California State University Using the American College Test (ACT) Assessment, 1987-1988*

	Minimum ACT Assessment Score	
Grade Point Average	University of California	The California State University
3.30	5	If GPA is above 3.10, ACT is not required.
3.10	18	11
2.80	34	17
2.40	GPA below 2.78 does not qualify.	25
200		33

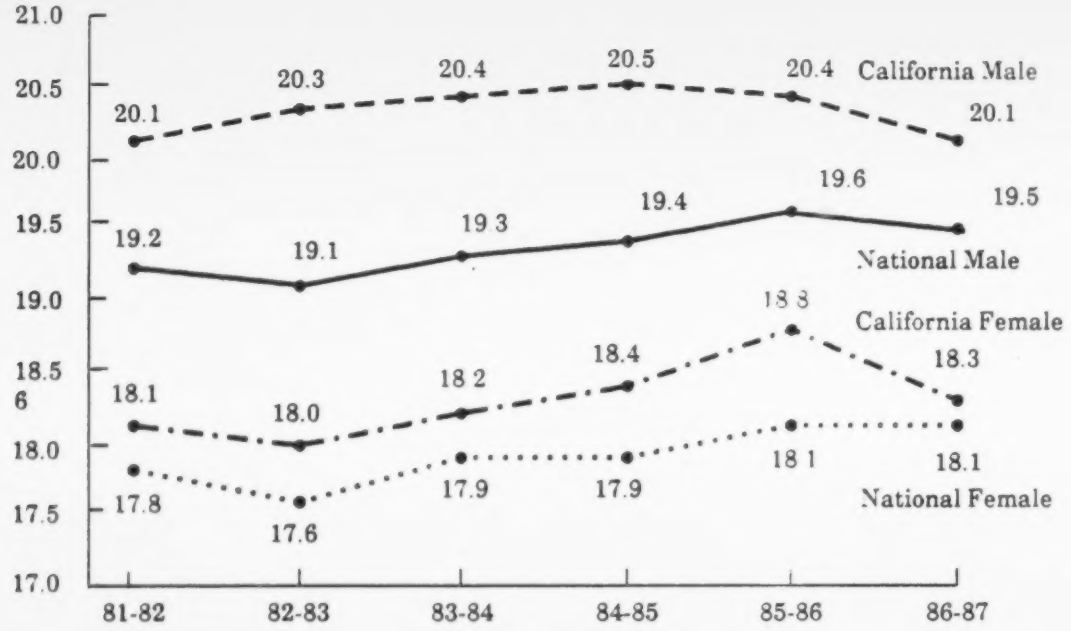
Source: California Postsecondary Education Commission.

DISPLAY 8 *National and California American College Test Composite Score Means, 1981-82 Through 1986-87*



Source: American College Testing Program.

DISPLAY 9 *National and California American College Test Composite Score Means, 1981-82 Through 1986-87, by Sex*



Source: American College Testing Program.

advanced placement, or course waivers to students receiving a grade of 3 or better on an exam.

In 1986, 228,606 students took Advanced Placement Examinations, including 37,378 from California. Displays 10 and 11 compare national and California test takers by ethnicity on each of the subject matter examinations.

Four of the examinations were taken by at least 25,000 candidates nationally, and by more than 3,400 students in California: American History, Biology, English Literature and Composition, and Mathematics: Calculus AB. In each examination, mean scores received by California students exceeded national mean scores. The differences were most notable in Biology and in Mathematics.

Nationally, among Blacks, Chicano/Mexican Americans, Asian Americans, and whites in 1986, Blacks achieved lower mean scores in each of the four major examinations, while Asian Americans received the highest mean scores. Of the four ethnic groups, only Asian Americans had mean scores greater than national means in each of the four examinations mentioned.

In California, however, while Blacks also received the lowest mean scores, whites achieved the highest mean scores in American History and in English Literature and Composition, while Asian Americans received higher mean scores in Biology and in Mathematics.

Test of English as a Foreign Language

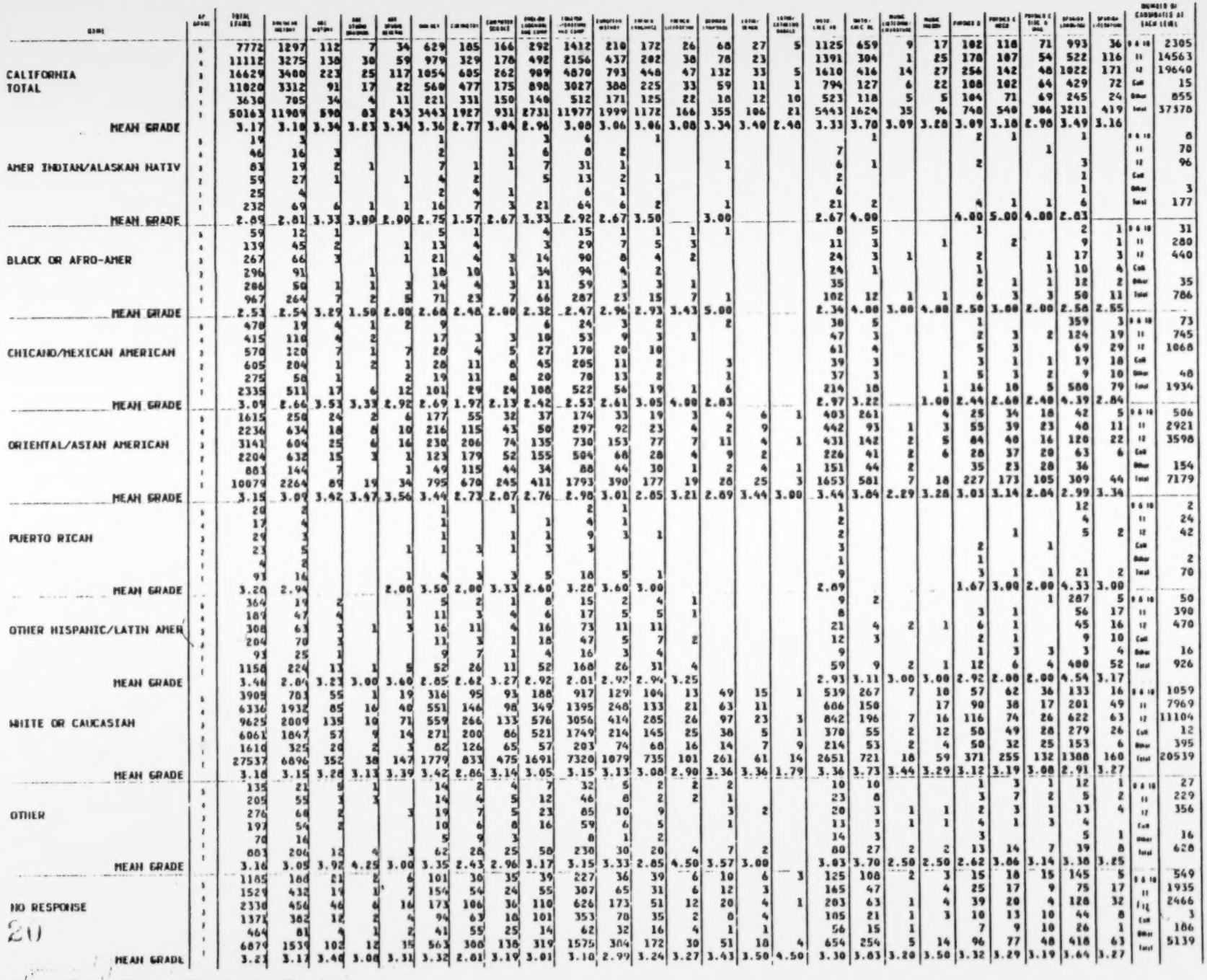
The major purpose of the Test of English as a Foreign Language (TOEFL) is to evaluate the English proficiency of people whose native language is not English. The test consists of three sections: Listening Comprehension - Measures ability to understand spoken English; Structure and Written Expression - Measures ability to recognize language that is ap-

DISPLAY 10 Advanced Placement Program, National Total: All Candidates by Ethnicity, May 1986

NATIONAL TOTAL	5	44361	7506	268	93	180	3662	1543	1355	1826	9011	1855	868	284	365	301	93	6599	3350	48	105	477	1015	584	2750	223	5 & 10	10137
	4	67824	18003	412	127	288	6538	2567	1567	2966	13615	3635	1064	413	392	270	112	9042	2011	50	124	947	925	582	1607	567	11	75725
	3	103624	18703	728	177	517	7927	4775	2211	5113	29665	7374	2498	509	682	521	206	11663	3058	107	190	1670	864	365	3373	728	12	37712
	2	70481	10597	360	119	150	4842	3447	1419	4509	19632	3227	1217	281	356	206	60	7022	1062	47	149	848	565	437	1591	338	Calc	81
	1	28497	4123	188	25	93	2590	2628	1497	641	3259	1822	1055	141	96	245	106	5861	1172	30	54	1015	330	283	1100	143	Other	4951
	1	314787	66932	1956	541	1228	25559	14960	8049	15055	75182	17913	6702	1628	1891	1543	577	40187	0653	282	622	4957	3699	2251	0421	1999	Total	220606
MEAN GRADE		3.09	3.09	3.11	3.27	3.25	3.15	2.00	2.98	3.05	3.07	3.03	2.92	3.26	3.30	3.11	3.05	3.09	3.50	3.14	3.12	2.80	3.47	3.33	3.32	3.19		
	5	64	17				3	3		6	15	5	2					3	1			2	4	2	1		5 & 10	23
	4	118	33	4		1	8	2	1	9	25	8		1	1		1	16	1			2	2	1	2		11	187
AMER INDIAN/ALASKAN NATIV	3	233	43	4	2	4	26	11	1	12	77	11	2	1	1			19	3			6	1	1	8		12	326
	2	205	65	3	1	1	22	9	2	14	59	7	3	1	1			13	1			2			1		Calc	
	1	85	16			2	5	12	2	3	13	4	1				2	13	1		1	3	1	1	4	1	Other	12
	1	705	174	11	3	8	64	37	6	44	189	35	8	3	3		3	64	7		1	15	8	5	16	1	Total	548
MEAN GRADE		2.82	2.83	3.09	2.67	2.50	2.72	2.32	2.17	3.02	2.84	3.09	2.88	3.00	3.00		2.00	2.73	3.00		1.00	2.87	4.00	3.60	2.69	1.00		
	5	412	91	2	1	2	42	7	15	14	81	14	14	5	1	5		64	29	2	1	3	2		14	3	5 & 10	200
	4	912	251	4	3	6	90	26	17	32	171	51	22	11	6	7	1	122	22	2	3	12	13	3	29	8	11	1962
BLACK OR AFRO-AMER	3	2051	413	14	11	13	174	65	32	100	618	138	51	13	4	16	2	226	24	6	3	21	8	7	84	16	12	4031
	2	2595	627	4	7	6	198	101	31	168	973	69	25	8	1	10	1	231	17	4	5	19	12	10	56	12	Calc	3
	1	2233	396	6	6	8	278	182	102	70	465	135	44	3	1	8	4	361	24	2	6	58	11	8	70	3	Other	219
	1	8203	1778	30	28	33	774	381	197	384	2300	407	156	40	13	46	8	1004	116	16	18	105	46	28	253	42	Total	6415
MEAN GRADE		2.35	2.45	2.73	2.50	2.76	2.27	1.88	2.05	2.35	2.32	2.36	2.60	3.18	3.38	2.80	2.00	2.30	3.13	2.88	2.33	2.84	2.63	2.18	2.45	2.90		
	5	624	28	4	1	4	14	4	5	9	46	3	4		2		1	41	9			2	1		442	4	5 & 10	102
	4	622	158	6	3		26	15	5	21	86	16	6	2			1	68	8			2	7	4	161	25	11	1066
CHICANO/MEXICAN AMERICAN	3	997	184	8	1	9	45	18	12	69	306	43	16			1		97	11			9	4	1	128	35	12	1813
	2	984	274	1	4	4	56	29	10	99	342	27	6		3	1		60	4			6	1	3	32	22	Calc	
	1	523	87	1		2	48	30	14	40	116	28	6		1	1		90	4		2	16	4	4	18	11	Other	77
	1	3750	731	20	9	19	191	96	46	238	896	117	38	2	6	3	2	356	36		2	35	17	12	781	97	Total	3058
MEAN GRADE		2.96	2.68	3.55	3.11	3.00	2.50	2.31	2.50	2.41	2.56	2.48	2.89	4.00	2.83	2.00	4.50	2.75	3.39		1.00	2.09	3.00	2.42	4.25	2.89		
	5	4990	699	33	10	12	591	283	157	135	558	139	43	19	10	32	7	1036	793		7	76	162	107	81	8	5 & 10	1027
	4	6372	1517	32	16	21	710	428	174	170	801	288	86	19	15	24	6	1125	391	3	7	132	163	107	107	30	11	4706
ORIENTAL/ASIAN AMERICAN	3	8346	1340	50	11	34	689	771	249	316	1659	469	221	38	40	35	12	1154	545	3	10	225	139	58	237	41	12	9959
	2	5196	1252	33	6	4	332	456	156	291	1100	195	95	13	10	5	1	615	194	3	11	87	104	82	102	13	Calc	3
	1	2242	276	15		5	167	269	139	50	184	107	76	8	5	14	6	430	212	4		92	47	67	60	1	Other	348
	1	27154	5084	163	43	76	2409	2207	875	962	4310	1198	521	97	88	110	32	4300	2135	13	35	612	615	421	595	93	Total	10043
MEAN GRADE		3.25	3.22	3.21	3.70	3.41	3.49	3.00	3.06	3.05	3.10	3.13	2.86	3.29	3.08	3.50	3.22	3.39	3.64	2.38	3.29	3.02	3.47	3.25	3.05	3.33		
	5	292	18			1	11	1	1	1	12	3	1			2		12	6	1			1	1	197	29	5 & 10	44
	4	854	37		1		16	1	4	4	20	7	4	1	1			26	3		1		1		66	53	11	307
PUERTO RICAN	3	345	51		1	5	23	13	7	10	75	22	18			2		20	6		2	2	3		48	37	12	656
	2	205	61	1	1	3	24	16	6	14	88	13	5			1		17	2		3	6	2	1	2	19	Calc	
	1	159	21	2			22	8	5	4	28	4	7				1	34	3			8	2		2	8	Other	21
	1	1335	182	3	3	9	96	39	23	33	231	49	35	1	1	5	1	109	20	1	6	16	9	2	315	146	Total	1628
MEAN GRADE		3.18	2.77	1.33	3.00	2.89	2.69	2.26	2.57	2.52	2.60	2.84	2.63	4.00	4.00	3.60	1.00	2.68	3.35	5.00	2.67	1.63	2.67	3.50	4.44	3.52		
	5	1320	63	4	3	3	29	9	13	18	70	15	23	3	2	3	1	58	26		1	2	8	3	922	49	5 & 10	107
	4	937	186	8	3	11	66	28	19	41	100	43	20	10		1		73	13			7	9	2	186	111	11	1400
OTHER HISPANIC/LATIN AMER	3	1368	214	11	5	10	97	45	25	60	307	109	39	8	4	4	1	129	22	3	2	24	7	3	98	141	12	2102
	2	1013	228	8	3	1	95	39	32	80	235	62	19	5	1			93	12	1	3	9	19	4	16	48	Calc	
	1	526	94	5	1		67	54	15	10	50	29	14	3		4		99	11	2		34	9	5	5	15	Other	93
	1	5164	705	36	15	25	354	175	104	209	762	258	115	29	7	12	2	444	84	6	6	76	52	17	1227	364	Total	3790
MEAN GRADE		3.29	2.87	2.94	3.27	3.64	2.70	2.42	2.84	2.89	2.88	2.82	3.17	3.17	3.43	2.92	4.00	2.73	3.37	2.17	2.83	2.13	2.77	2.65	4.63	3.36		
	5	28795	5263	162	62	124	2309	961	932	1351	6638	1307	587	165	285	211	54	4474	1878	28	70	296	627	342	586	83	5 & 10	6023
	4	47789	13064	270	84	192	4458	1665	1095	2264	10418	2598	714	268	308	192	84	6291	1192	35	103	599	545	350	781	227	11	52885
WHITE OR CAUCASIAN	3	75011	13691	479	116	353	5623	3079	1550	3905	22760	5227	1764	351	528	381	137	8389	1942	84	144	1122	546	221	2291	328	12	99553
	2	50712	13616	248	76	113	3390	2307	979	3303	14420	2292	877	204	292	158	44	5025	665	24	92	593	352	274	1206	162	Calc	58
	1	18956	2669	126	16	61	1654	1738	1010	381	2004	1217	789	189	75	185	76	4093	740	18	40	699	210	161	802	83	Other	3216
	1	221263	48303	1285	354	843	17434	9750	5566	11204	56240	12641	4731	1097	1480	1127	395	28272	6417	189	449	3389	2280	1348	5666	883	Total	261735
MEAN GRADE		3.08	3.10	3.07	3.28	3.24	3.14	2.77	2.99	3.08	3.09	3.04	2.88	3.16	3.29	3.08	2.99	3.07	3.44	3.16	3.16	2.76	3.45	3.32	2.85	3.07		
	5	472	74	7	2		46	12	6	21	109	28	16	7	5	3	1	43	36		1	6	10	6	31	2	5 & 10	85
	4	688	165	7	4	3	77	22	12	29	120	41	16	6	7	3		78	28			10	10	5	22	7	11	671
OTHER	3	899	154	6		5	77	44	21	42	235	65	38	6	9	3	2	82	30	2	2	11	11	10	31	13	12	1161
	2	552	141	5	2	1	42	33	16	33	143	18	15	4	1	2		48	8	1	2	7	6	9	13	2	Calc	1
	1	266	45			2	23	28	18	4	29	11	10		1	1	2	43	14		1	14	4	1	11	4	Other	45
	1	2877	579	25	8	11	265	139	73	129	644	163	95	23	23	12	5	294	116	3	6	48	49	31	108	28	Total	1963
MEAN GRADE		3.19	3.14	3.64	3.75	2.82	3.31	2.69	2.62	3.23	3.23	3.35	3.14	3.70	3.61	3.42	2.60	3.10	3.55	2.67	2.67	2.73	3.49	3.19	3.45	3.04		
	5	7304	1259	56	14	34	617	263	226	271	1482	341	178	85	60	45	29	876	572	17	25	90	200	123	476	45	5 & 10	2446
	4	10132	2593	81	13	54	1005	388	240	396	1958	581	196	95	62	43	19	1243	353	10	18	183	167	110	253	106	11	10533
NO RESPONSE	3	14174	2961	156	30	84	1171	729	314	599	3616	1790	349	92	96	79	42	1547	475	9	27	258	145	64	448	117	12	10111
	2	8939	2311	84	19	17	684	457	187	307	2264	544	178	46	39	29	14	980	159	14	31	119	69	54	161	60	Calc	16
	1	3404	511	31	5	15	334	307	192	79	370	207	108	10	13	12	15	698	163	4	4	99	42	36	128	17	Other	920
	1	44336	9316	383	78	284	3892	2136	1159	1652	9610	3045	1003	336	270	228	129	5264	1722	54	99	741	623	387	1460	348	Total	32026
MEAN GRADE		3.20	3.19	3.18	3.23	3.37	3.25	2.92	3.10	3.15	3.19	3.05	3.16	3.54	3.43	3.18	3.26	3.13	3.59	3.41	3.19	3.06	3.66	3.59	3.55	3.30		

Source: College Entrance Examination Board.

DISPLAY 11 Advanced Placement Program, California: All Candidates by Ethnicity, May 1986



CALIFORNIA TOTAL	5	7772	1297	112	7	34	629	185	166	292	1412	210	172	26	68	27	5	1125	659	9	17	102	118	71	993	36	5 & 10	2305
	4	11112	3275	138	30	59	979	329	176	492	2156	437	282	38	78	23		1391	304	1	25	178	107	54	522	116	11	14563
	3	16629	3480	223	25	117	1054	605	262	989	4870	793	448	47	132	33	5	1610	416	14	27	256	142	48	1022	171	12	19640
	2	11020	3312	91	17	22	560	477	175	898	3027	388	225	33	59	11	1	794	127	6	22	108	102	64	429	72	Cont	15
	1	3630	705	34	4	11	221	331	150	140	512	171	125	22	10	12	10	523	118	5	5	104	71	69	245	24	Other	855
	1	50163	11989	898	83	243	3443	1927	931	2731	11977	1999	1172	166	355	106	21	5443	1624	35	96	740	548	306	3211	419	Total	37378
MEAN GRADE		3.17	3.18	3.34	3.23	3.34	3.36	2.77	3.04	2.96	3.08	3.06	3.06	3.08	3.34	3.40	2.48	3.33	3.78	3.09	3.28	3.09	3.18	2.98	3.49	3.16		
AMER INDIAN/ALASKAN NATIV	5	19	3				1			3	6		1						1			2	1		1		5 & 10	8
	4	46	16	3			2		1	6	8	2						7						1			11	70
	3	83	19	2	1		7	1	1	7	31	1			1			6	1			2			3		12	96
	2	59	27	1		1	4	2		5	13	2	1					2							1		Cont	
	1	25	4				2	4	1		6	1						6							1		Other	3
	1	232	69	6	1	1	16	7	3	21	64	6	2		1			21	2			4	1	1	6		Total	177
MEAN GRADE		2.89	2.81	3.33	3.00	2.00	2.75	1.57	2.67	3.33	2.92	2.67	3.50		3.00			2.67	4.00			4.00	5.00	4.00	2.83			
BLACK OR AFRO-AMER	5	59	12	1			5	1		4	15	1	1	1	1			8	5			1			2	1	5 & 10	31
	4	139	45	2		1	13	4		3	29	7	5	3				11	3		1		2		9	1	11	280
	3	267	66	3		1	21	4	3	14	90	8	4	2				24	3	1		2		1	17	3	12	440
	2	296	91		1		18	10	1	34	94	4	2					24	1			1		1	10	4	Cont	
	1	286	58	1	1	3	14	4	3	11	59	3	3	1				35				2	1	1	12	2	Other	35
	1	967	264	7	2	5	71	23	7	66	287	23	15	7	1			102	12	1	1	6	3	3	50	11	Total	786
MEAN GRADE		2.53	2.54	3.29	1.50	2.80	2.66	2.48	2.00	2.32	2.47	2.96	2.93	3.43	5.00			2.34	4.00	3.00	4.00	2.50	3.00	2.00	2.58	2.55		
CHICANO/MEXICAN AMERICAN	5	478	19	4	1	2	9			6	24	3	2		2			30	5			1			359	3	5 & 10	73
	4	415	118	4	2		17	3	3	10	53	9	3	1				47	3			2	3	2	124	19	11	745
	3	570	120	7	1	7	28	4	5	27	178	20	10					61	4			5	3		69	29	12	1068
	2	605	204	1	2	1	28	11	6	45	205	11	2		3			39	3			3	1	1	19	18	Cont	
	1	275	58	1		2	19	11	8	20	78	13	2		1			37	3		1	5	3	2	9	10	Other	48
	1	2335	511	17	6	12	101	29	24	108	522	56	19	1	6			214	18		1	16	10	5	588	79	Total	1934
MEAN GRADE		3.09	2.66	3.53	3.33	2.92	2.69	1.97	2.13	2.42	2.53	2.61	3.05	4.00	2.83			2.97	3.22		1.00	2.44	2.60	2.40	4.39	2.84		
ORIENTAL/ASIAN AMERICAN	5	1615	258	24	2	4	177	55	32	37	174	33	19	3	4	6	1	403	261		4	25	34	18	42	5	5 & 10	506
	4	2236	634	18	8	10	216	115	43	50	297	92	23	4	2	9		442	93	1	3	55	39	23	48	11	11	2921
	3	3141	604	25	6	14	230	206	74	135	730	153	77	7	11	4	1	431	142	2	5	84	40	16	120	22	12	3598
	2	2204	632	15	3	1	123	179	52	155	504	68	28	4	9	2		226	41	2	6	28	37	20	63	6	Cont	
	1	883	144	7		1	49	115	44	34	88	44	30	1	2	4	1	151	44	2		35	23	28	36		Other	154
	1	10079	2264	89	19	34	795	670	245	411	1793	390	177	19	28	25	3	1653	581	7	18	227	173	105	309	44	Total	7179
MEAN GRADE		3.15	3.09	3.42	3.47	3.56	3.44	2.72	2.87	2.76	2.98	3.01	2.85	3.21	2.89	3.44	3.00	3.44	3.84	2.29	3.28	3.03	3.14	2.84	2.99	3.34		
PUERTO RICAN	5	20	2				1		1		2	1						1							12		5 & 10	2
	4	17	4				1			1	4	1						2							4		11	24
	3	29	3				1		1	1	9	3	1					2					1		5	2	12	42
	2	23	5			1	1	3	1	3	3							3				2		1			Cont	
	1	4	2															1				1					Other	2
	1	91	16			1	4	3	3	5	18	5	1					9				3	1	1	21	2	Total	70
MEAN GRADE		3.20	2.94			2.00	3.50	2.00	3.33	2.60	3.28	3.60	3.00					2.89				1.67	3.00	2.00	4.33	3.00		
OTHER HISPANIC/LATIN AMER	5	364	19	2		1	5	2	1	8	15	2	4	1				9	2					1	287	5	5 & 10	50
	4	189	47	4		1	11	3	4	6	17	5	5	1				8				3	1		56	17	11	390
	3	308	61	3	1	3	16	11	4	16	73	11	11					21	4	2	1	6	1		45	16	12	470
	2	204	70	3			11	3	1	18	47	5	7	2				12	3			2	1		9	10	Cont	
	1	93	25	1			9	7	1	4	16	3	4					9				1	3	3	3	4	Other	16
	1	1158	224	13	1	5	52	26	11	52	168	26	31	4				59	9	2	1	12	6	4	480	52	Total	926
MEAN GRADE		3.48	2.84	3.23	3.00	3.40	2.85	2.62	3.27	2.92	2.81	2.92	2.94	3.25				2.93	3.11	3.00	3.00	2.92	2.00	2.00	4.54	3.17		
WHITE OR CAUCASIAN	5	3909	703	55	1	19	316	95	93	188	917	129	104	13	49	15	1	539	267	7	18	57	62	36	133	16	5 & 10	1059
	4	6336	1932	85	16	40	551	146	98	349	1395	248	133	21	63	11		686	150		17	90	38	17	201	49	11	7969
	3	9625	2009	135	10	71	559	266	133	576	3056	414	285	26	97	23	3	842	196	7	16	116	74	26	622	63	12	11104
	2	6061	1847	57	9	14	271	200	86	521	1749	214	145	25	38	5	1	370	55	2	12	58	49	28	279	26	Cont	12
	1	1610	325	20	2	3	82	126	65	57	203	74	68	16	14	7	9	214	53	2	4	50	32	25	153	6	Other	395
	1	27537	6896	352	38	147	1779	833	475	1691	7320	1079	735	101	261	61	14	2651	721	18	59	371	255	132	1388	160	Total	20539
MEAN GRADE		3.16	3.15	3.28	3.13	3.39	3.42	2.86	3.14	3.05	3.15	3.13	3.08	2.90	3.36	3.36	1.79	3.36	3.73	3.44	3.29	3.12	3.19	3.08	2.91	3.27		
OTHER	5	135	21	5	1		14	2	4	7	32	5	2	2	2			10	10			1	3	1	12	1	5 & 10	27
	4	205	55	3	3		14	4	5	12	46	8	2	2	1			23	8			3	7	2	5	2	11	229
	3	276	68	2		3	19	7	5	23	85	10	9		3	2		20	3	1	1	2	3	1	13	4	12	356
	2	197	54	2			10	6	8	16	59	6	5		1			13	3	1	1	4	1	3	4		Cont	
	1	70	16				5	9	3		8	1	2					14	3			3			5	1	Other	16
	1	883	206	13	4	3	62	28	25	58	230	30	20	4	7	2		80	27	2	2	13	14	7	39	8	Total	628
MEAN GRADE		3.16	3.05	3.92	4.25	3.00	3.35	2.43	2.96	3.17	3.15	3.33	2.85	4.50	3.57	3.00		3.03	3.70	2.50	2.50	2.62	3.06	3.14	3.38	3.25		
NO RESPONSE	5	1185	188	21	2	6	101	30	35	39	227	36	39	6	10	6	3	125	108	2	3	15	18	15	145	5	5 & 10	549
	4	1529	432	19	1	7	154	54	24	55	307	65	31	6	12	3		145	47		4	25	17	9	75	17	11	1935
	3	2330	456	46	8	16	173	106	36	110	626	173	51	12	20	4	1	203	63	1	4	39	20	4	128	32	12	2466
	2	1371	382	12	2	4	94	63	18	101	353	70	35	2	8	4		105	21	1	3	10	13	10	44	8	Cont	3
	1	464	81	4	1	2	41	55	25	14	62	32	16	4	1	1		56	15	1		7	9	10	26	1	Other	186
	1	6879	1539	103	12	15	563	388	138	319	1575	304	172	30	51	18	4	654	254	5	14	96	77	48	418	63	Total	5139
MEAN GRADE		3.21	3.12	3.40	3.08	3.31	3.32	2.81	3.19	3.01	3.10	2.99	3.24	3.27	3.43	3.50	4.50	3.30	3.63	3.20	3.50	3.32	3.29	3.19	3.64	3.27		

Source: College Entrance Examination Board.

propriate for standard written English; and Vocabulary and Reading Comprehension - Measures ability to understand nontechnical reading matter. More than 2,300 colleges in the United States and Canada, as well as in other countries where English is the language of instruction, require the test of both undergraduate and graduate applicants for whom English is not their native language. Last year over 398,000 people registered to take the test. Educational Testing Service administers the test, in cooperation with the College Board and the Graduate Record Examinations, under three separate programs -- International, Special Center, and Institutional Programs. At both International and Special Centers, TOEFL is administered one day each month. These tests are then returned to ETS for scoring. Under the Institutional Testing Program, colleges throughout the world administer the test to their own students at their own convenience. In this program, ETS will score the tests, but it does not release the scores either to students directly or to other than the administering institution. Under this program, institutions have the option of scoring their own tests, and in such cases, do not report scores to ETS; and registration records of test takers are retained by the institutions and are not submitted to ETS.

National and California average test scores are not available for TOEFL, nor are other data available for either the number of tests administered in California or the number of test takers requesting that their scores be sent to California institutions. What information exists in the TOEFL Programs report prepared for the Commission appears on pages 67-84 in Appendix B to this report.

2 *Tests Used by Graduate and Professional Schools*

Graduate Record Examinations

The Graduate Record Examinations consist of a General Test and seventeen Subject Tests used by graduate schools and departments for admissions, placement, and fellowships, and by fellowship donors for appraisals of prospective recipients of their awards. In the 1986-87 testing year, 300,854 registrants took GREs, an increase of 35,905 over the previous year. In California, 27,529 took the exams, up 2,167 over 1985-86. National and California average test scores, however, are not gathered by the Educational Testing Service, administrator of the tests.

The GRE General Test is designed to measure verbal, quantitative, and analytical ability, through seven 30-minute test sections. The Subject Tests are designed to measure subject matter knowledge and understanding acquired in an undergraduate major, and considered basic to graduate study in that major. Each Subject Test takes two hours and 50 minutes.

In the *Guide to the Use of the Graduate Record Examinations Program: 1985-86*, statistical interpretation of scores for the 1981-1984 period indicate that the General Test scores are useful, when considered in addition to undergraduate grade point averages, in determining the admissibility of a candidate to graduate school. When predicting academic success in the graduate major, scores on the Subject Tests are more valid than are undergraduate GPAs (Graduate Record Examination Board, 1983).

Use of GRE scores for graduate admissions varies from campus to campus and department to department. Within the University of California, no campus has a GRE cutoff score. At the department level, some pay little attention to GRE scores, while others emphasize different portions of the test in admissions decisions.

Graduate Management Admission Test

The Graduate Management Admission Test (GMAT) scores are one element used in evaluating candidates for admission to advanced study in business and management, and in predicting academic success in the first year of graduate school. The GMAT measures general verbal and mathematical skills, rather than knowledge of a specific academic field. GMAT scores are used by more than 800 graduate management programs throughout the world. During the 1985-86 testing year, 211,123 individuals sat for the 4-hour test, including 17,006 from California. The national mean test score was 487; the State mean was 500. California students in every ethnic category scored higher than the national average. Only the non-U.S. citizens in the rest of the country outscored those residing in California.

Educational Testing Services (ETS), which administers the GMAT for the Graduate Management Admission Council, in analyzing past answer sheets of test-takers, concluded that a major problem for students was their failure to read, or follow, instructions. To counter that tendency, the Council, in their *Bulletin of Information*, repeatedly emphasizes to registrants the need to read the directions carefully. Sample questions are also provided with each set of directions, along with an answer key. A more helpful publication, *The Official Guide to GMAT*, published by ETS, in addition to providing helpful information on test-taking, and a quick math review, contains three recent GMATs, with answers, for practice.

A number of validity studies of the GMAT have been conducted and published since 1955, the most recent being *GMAC Validity Study Service: A Three-Year Summary* (Wightman and Leary, 1985). The results of studies published since 1972 are summarized in *Graduate Management Admission Test: Technical Report on Test Development and Score Interpretation for GMAT Users* (Hecht and Schrader, 1986). Although 500 was the mean GMAT-Total score for examinees in 1954, on a scale of 200-800, the mean for recent test takers was 478. Throughout the period studied, however, the GMAT has maintained a high reliability coefficient among different forms of the test, and the standard error of measurement, which provides some idea of how much variation in observed scores might be expected if a test taker took sev-

eral forms of the test, have been consistently at 26-27. Thus, if a student has a reported score of 500, it is estimated that that score would be ±26 or ±27 in two-thirds of repetitions of the test that student might take. Test score users are urged, therefore, to look at this range of scores, rather than a specific number, in comparing students' scores. Also, throughout the period from 1954, a combination of GMAT -- Total scores with undergraduate GPAs -- has had a significantly higher correlation with first-year grades than have undergraduate GPAs alone.

Law School Admission Test (LSAT)

The Law School Admission Test (LSAT) is used by all accredited and most nonaccredited law schools across the nation as one factor in determining the admissibility of students. During the 1986-87 testing year, 101,254 people took the test, including 10,090 California residents: 5,528 males, and 4,562 females. The national average test score was 29; the State average, 29.2.

The LSAT consists of six 35-minute multiple-choice reading comprehension sections, and a 30-minute writing sample section. Two of the multiple-choice sections are considered pre-test, and are not scored. The writing sample also is not scored, but is submitted to law schools for their use in reaching decisions concerning admission. Since the new version of the test was inaugurated in June 1982, scores on the combination of four multiple-choice sections are reported on a scale of 10 to 48. The four different types of reading sections used in the test are intended to evaluate reading, understanding, and analyzing skills of prospective law students and are based on a broad range of academic disciplines, thereby giving no advantage to candidates from a particular academic background.

As with other tests, there is a booklet containing sample test questions provided to each registrant for the LSAT. The booklet not only explains each type of question, but offers a suggested approach to addressing the question. To prepare for the half-day testing session, registrants are advised to take the four 35-minute practice tests in one sitting, without a break, timing themselves to exactly 35 minutes on each section, and otherwise simulate the actual testing environment as much as possible.

The "new" LSAT has not been administered often enough to provide for adequate statistical analysis of reliability and predictability nationally. However, individual law schools have worked with the Law School Admission Services to analyze their own students' scores and first-year grades. Based on these preliminary analyses, the correlation between combined undergraduate GPA and LSAT, and first-year law school grades, is greater than either undergraduate GPAs, or LSAT scores alone.

Medical College Admission Test (MCAT)

The scores received by those taking the Medical College Admission Test are only one factor, but an important one, used by medical schools in determining admissibility of students. Other factors usually considered by admissions committees are undergraduate grades, the undergraduate courses taken by applicants, the college attended, and the recommendation of the applicant's health profession advisor. Each admissions committee looks for candidates who would benefit most from the type of medical education offered at their particular school. High scores on each of the six parts of the MCAT, therefore, do not necessarily guarantee an applicant consideration for admission. The Association of American Medical Colleges emphasizes this to test-takers and encourages them to attempt to match their own profile with that of the appropriate medical schools.

In addition to the six tests which have been the MCAT since 1977, a seventh test calling for an essay was added as a pilot project starting in 1985. The purpose of the essay is to measure the communications skills of the applicant. This pilot project is currently being evaluated by a committee of the AAMC to determine the desirability as well as feasibility of including an essay question as a permanent part of the MCAT.

During the 1986-87 testing year, 38,557 tests were administered, including 3,797 to Californians.

Scores on the MCAT subtests have high validity in predicting first-year grades in medical school. However, the undergraduate GPA/MCAT composite is a better predictor than either the GPA or the MCAT scores alone.

Appendix A: Senate Bill No. 1758 (1984)

Senate Bill No. 1758

CHAPTER 1505

An act to repeal and add Chapter 3 (commencing with Section 99150) to Part 65 of the Education Code, relating to education.

[Approved by Governor September 27, 1984. Filed with Secretary of State September 28, 1984.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1758, Torres. Postsecondary education: standardized tests.

Existing law requires any entity which sponsors a standardized test to report certain data, including financial disclosures, to the California Postsecondary Education Commission, and to provide specified information to test subjects prior to the administration of a test.

This bill would repeal and recast existing law and would expand the type of information which a test agency or test sponsor, as defined, must submit to the commission. The bill would also expand the information which must be provided to test subjects and would require each test agency to prepare clear, easily understandable written descriptions of each standardized test it administers, as specified.

The bill would also require a test agency to review and decide cases of suspected test score inauthenticity or irregularity according to a specified procedure, based upon the substantial evidence standard.

This bill would also prohibit the release or disclosure of any test score identifiable with an individual test subject, as defined, except as specified.

The people of the State of California do enact as follows:

SECTION 1. Chapter 3 (commencing with Section 99150) of Part 65 of the Education Code is repealed.

SEC. 2. Chapter 3 (commencing with Section 99150) is added to Part 65 of the Education Code, to read:

CHAPTER 3. STANDARDIZED TESTS

99150. (a) The Legislature finds and declares that:

(1) Education is fundamental to the development of all residents and to the progress of the state as a whole.

(2) Standardized tests are a major factor in the admission and placement of students in postsecondary education.

(3) There is increasing concern among residents, educators, and public officials regarding the proper uses of standardized tests in the

admissions and placement decisions of postsecondary education institutions.

(4) The rights of test subjects should be assured without infringing upon the proprietary rights of the test agencies.

(b) It is the intent and purpose of the Legislature in enacting this chapter to do all of the following:

(1) Ensure that test subjects and persons who use test results are fully aware of the characteristics, uses, and limitations of standardized tests used in postsecondary education admissions and placement.

(2) Ensure due process protection of test subjects whose scores are being questioned for suspected inauthenticity or irregularity in test administration.

(3) Provide test subjects with the opportunity to review the basis on which the test subject has been scored.

(4) Make available to the public appropriate information regarding the procedure, development, and administration of standardized tests.

(5) Promote more knowledge about the proper use of standardized test results and promote greater accuracy, validity, and reliability in the development, administration, and interpretation of standardized tests.

99151. (a) "Admissions data assembly service" means any summary or report of grades, grade point averages, standardized test scores, or any combination of grades and test scores, of a test subject used by any test score recipient.

(b) "Commission" means the California Postsecondary Education Commission.

(c) "Standardized test" or "test" means any test administered in California at the expense of the test subject which is used for the purposes of admission to, or class placement in, postsecondary educational institutions or their programs, or any test used for preliminary preparation for those tests.

"Standardized test" or "test" includes, but is not limited to, the Preliminary Scholastic Aptitude Test, the Scholastic Aptitude Test, the College Board Achievement Tests and Advanced Placement Tests, the ACT Assessment, the Graduate Record Examination, the Medical College Admission Test, the Law School Admission Test, the Dental Admission Testing Program, the Graduate Management Admission Test, and the Miller Analogies Test.

The standardized test does not include a test, or part of a test, which has been in use for less than five years, or which is administered to a selected group of individuals principally for research, pre-test, equating, guidance, counseling, or for the purposes of meeting graduation requirements of secondary schools and postsecondary educational institutions.

Tests which are administered as supplements or auxiliaries to another test, or which form a specialized component of a test, may

be combined for the purposes of this chapter.

(d) "Secure test" means any test which contains items not available to the public and which, to allow the further use of test items and to protect the validity and reliability of the test, is subject to special security procedures in its publication, distribution, and administration.

(e) "Test subject" or "subject" means an individual who takes a standardized test.

(f) "Test sponsor" or "test agency" means an individual, partnership, corporation, association, company, firm, institution, society, trust, or joint stock company which develops, sponsors, or administers standardized tests.

(g) "Testing year" means the 12 calendar months which the test agency considers either its operational cycle or its fiscal year.

(h) "Test score" or "score" means the value given to the test subject's performance on a standardized test, administered by the test agency, whether reported in numerical, percentile, or any other form.

(i) "Test score recipient" means any person, organization, association, corporation, postsecondary education institution, or governmental agency or subdivision to which the test subject requests or designates that a test agency report a test score.

(j) "Score reporting service" means the reporting of a test subject's standardized score to a test score recipient by a test agency.

(k) "Test preparation course" means any curriculum, course of study, plan of instruction, or method of preparation given for a fee which is specifically designed or constructed to prepare or improve a test subject's score on a standardized test.

(*l*) "Test program" means all of the administrations of a test of the same name during a testing year.

99152. Each test sponsor shall report the closing date of its testing year to the commission by February 1, 1985, or within 90 days after it first becomes a test sponsor, whichever is later. Each test sponsor shall report any change in the closing date of its testing year within 90 days after the change.

99153. On or before November 15 of each year, the test sponsor shall submit to the commission all of the following data and information:

(a) Three copies of each version of the test which was disclosed in the prior testing year, along with the corresponding acceptable answers, and the methods used to convert raw scores into the test scores reported to test subjects and test score recipients, together with an explanation of that method.

(b) The dates of major or national administration of each test administered by the test agency during the testing year.

(c) The total number of test subjects who have taken the test once, who have taken it twice, and who have taken it more than twice during the testing year.

(d) The total number of test subjects who registered for, but did not take, the test.

(e) The total amount of fees received from test subjects by the test agency for the test for that testing year.

(f) The expenses to the test sponsor of the test, as follows:

(1) Those expenses which are directly attributable to the test.

(2) Those expenses which are indirectly attributable to the test. However, if the test sponsor also sponsors another test or related activities, it shall be sufficient for compliance with provisions of this section for the test sponsor to list indirectly attributable expenses, to the extent that they are identifiable, as they are proportionately related to the test. The test sponsor shall also list expenses indirectly attributable to all activities of the test's sponsor, including expenses not identifiable as attributable to a test.

The financial disclosure required by this section shall be submitted within 135 days after the close of the testing year and in sufficient detail to indicate the major categories of revenues and expenses associated with the test. Except as provided in this section, the information for different tests administered by the same test sponsor shall be reported separately and by individual test.

(g) A copy of all documents, pamphlets, and literature provided to the test subject and the test score recipient.

(h) Where applicable, the national average test scores, state average test scores, the standard error of measurement, and any other existing information relevant to a comparison of the test scores of the state's test subjects with test scores of previous test subjects of the past five years.

(i) For those tests used to predict academic performance, the most recent national or regional aggregation of data concerning the predictive validity of all of the following:

(1) Academic record or grades alone.

(2) Standardized test score alone.

(3) Academic record and test score combined.

(4) Standardized test scores over and above the predictive validity of academic record alone.

(j) Using available data, the racial, ethnic, and sex breakdown of all test subjects taking each test during the testing year.

(k) If a separate fee is charged test subjects for admissions data assembly service, the test sponsor shall report information concerning the data assembly service in substantially the same form as would be required for a test under this section.

(*l*) This section shall not be construed to require any test agency to submit to the commission any reports or documents containing information relating to any individual test subject. Any information relating to any individual test subject shall be deleted or obliterated from any reports or documents filed with the commission pursuant to this section.

(m) This section shall not apply to any standardized test which is

administered to fewer than 3,000 test subjects in California during a testing year.

99154. (a) Within 90 days of the close of each testing year, the test sponsor shall file with the commission standard technical data sufficient to describe the psychometric quality of the test.

For purposes of compliance with this section, it is sufficient to deposit with the commission information conforming to the guidelines specified in the Standards for Educational and Psychological Tests of the American Psychological Association, which were in effect 180 days prior to the testing year, and which are appropriate to the particular test and its uses.

(b) Data, reports, or other documents submitted pursuant to this section shall be accompanied by a description of the test, including, but not limited to, the title, purpose or purposes of the test, and when and where the test was administered in the state.

(c) Data, reports, or other documents submitted pursuant to this chapter shall not contain information in a form identifiable with individuals or particular postsecondary educational institutions.

99155. The commission shall prepare and submit an annual report regarding standardized tests of the state's test subjects to the Governor, the Legislature, the Regents of the University of California, the Board of Governors of the California Community Colleges, the Trustees of the California State University, the California Postsecondary Education Commission, and the Superintendent of Public Instruction on or before March 1 of each year. This report shall include a descriptive summary of existing data and information submitted to the commission pursuant to Section 99153, including all of the following:

(a) The number of California students taking standardized tests.

(b) The performance of California test subjects.

(c) The predictive validity of test scores as specified in subdivision (i) of Section 99153.

(d) A description of the information specified in subdivisions (a), (b), and (c) according to the sex and ethnicity of test subjects.

(e) The revenues received by test sponsors, and the proportion of those revenues expended for test development and administration.

99156. A test agency shall prepare a clear, easily understandable written description of each standardized test it administers. A copy of the appropriate description shall be provided to the test subject or the test score recipient prior to the administration of the test or coinciding with the initial reporting of a test score. The description shall include all of the following information:

(a) The purposes for which the test is constructed and intended to be used.

(b) For those tests used to predict performance, the subject matter included on these tests and the knowledge and skills which the test purports to measure.

(c) Statements designed to provide information for interpreting

the test scores, including the explanations of the test, the standard error of measurement, and for those tests used to predict performance, the correlation between test score and performance.

(d) Statements concerning the effects and uses of test scores, including both of the following:

(1) If the test score is used by itself or with other information to predict future grade point average, a summary of existing data on the extent to which the use of this test score will improve the accuracy of predicting future grade point average, over and above all other information used.

(2) A summary of existing data on the extent to which the improvement in test scores results from test preparation courses.

(e) A description of the form in which test scores will be reported, and whether the raw test scores will be altered in any way before being reported to the test subject.

(f) A complete description of any promises or covenants which the test agency makes to the test subject with regard to any of the following matters:

(1) The accuracy of scoring.

(2) The time period within which the test subject's score will be reported to the test subject and to the test score recipients.

(3) The privacy of information relating to the test subject, including his or her test scores.

(g) The property interest in the test score held by the test subject, if any.

(h) The period of time the test agency will retain the test score, and the test agency's policies regarding the storage, disposal, and future use of test scores.

(i) A description of all special services which will be provided at the location of the test administration to accommodate handicapped or disabled test subjects.

(j) The policies and procedures of the test agency when there is a delay in reporting the test scores pursuant to Section 91160.

(k) A representative set of sample test items.

(*l*) The fees to be charged by the test sponsor for various services made available to the test subject.

(m) Each test agency shall comply with the requirements of this section beginning with the start of its testing year which begins after January 1, 1985.

99157. (a) Within 90 days of the release to the test subject of the results of a standardized test as specified in subdivision (c), and upon the request of the test subject, the test sponsor shall provide to the test subject an opportunity to examine operational test questions and answers under closely monitored conditions. The examination shall occur at a location to be mutually agreed upon by the test sponsor and test subject.

Unless authorized by the test sponsor, questions, answers, or copies of questions or answers shall not be removed from the facility, except

by a representative of the test sponsor. During the examination of test materials, the test subject may file with a representative of the test sponsor, and with an educational institution or institutions seeking results of the test examined, a written protest to any question or answer.

(b) As an alternative to the procedure described in subdivision (a), and within 90 days of the release of the results of any standardized test score to the test subject, and upon request of the test subject, the test sponsor shall make available to the test subject the test materials, including operational test questions, a copy of the test subject's response to each question, the test subject's raw scores, a copy of scoring and scaling instructions, a copy of the correct responses, and a copy of the conversion factor or table, or both.

Each test sponsor shall, prior to the administration of a test, give written notification to the test subject of his or her right to request and receive test disclosure as provided in this section.

(c) Except for test administrations described in subdivision (d), the test sponsor shall provide to test subjects the test materials specified in subdivisions (a) and (b) for not fewer than 50 percent of regular test administrations, as determined by the test sponsor. If the application of 50 percent results in a number which includes a fraction, the number shall be rounded to the nearest larger whole number.

(d) In order to accommodate test subjects who, because of religion, are unable to participate in regular test administrations, the test sponsor shall provide test materials specified in subdivisions (a) and (b) to test subjects of not fewer than one non-Saturday test administration during every 12-month period following December 1, 1984.

(e) Each test sponsor shall, prior to the administration of a test, give written notification to the test subjects of their right to request and receive test materials as provided in subdivisions (a), (b), and (c), provided that the request has been made within 90 days of the release of the test score to the test subject.

(f) The test sponsors may charge a nominal fee, not to exceed the direct costs thereof, for test materials provided pursuant to this section.

(g) For the purposes of this section only, a "standardized test" or "test" means any test administered in California to at least 3,000 individuals during a testing year and which is designed for, and formally required by, institutions of postsecondary education in California for the purposes of admission to those institutions for undergraduate studies. This section does not apply to tests that have been administered for less than five years, the College Board Achievement tests, the Advanced Placement tests, the Medical College Admissions tests, or the test of English as a foreign language.

99158. If the test agency will be delayed in reporting a test subject's score for a time period amounting to 10 calendar days

beyond the period specified in paragraph (2) of subdivision (f) of Section 99156, the test agency shall notify the test subject immediately. The notice shall indicate the reasons for delay, including, but not limited to, incorrect, incomplete, or inconsistent personal identifying information furnished by a test subject.

99159. (a) Whenever a test agency is presented with information which renders the test subject's test score suspect, whether that information is in the form of allegations of collusion or cheating, or irregular test administration, or irregular statistical data, or any other form, the test agency is responsible for reviewing the information and determining if withholding the test subject's score is warranted.

(b) If the test agency determines that withholding the test subject's score is warranted, the test agency shall give the test subject written notice of the test agency's decision. The notice shall be sent by registered mail not later than five working days after the test agency's decision.

(c) The notice to the test subject shall include all of the following:

(1) A complete summary of the information submitted to the test agency and relied upon by the test agency to withhold the score.

(2) A complete summary of the pertinent facts surrounding the investigation.

(3) A statement of the test subject's right to receive, upon request, details supporting complete summaries referred to in paragraphs (1) and (2).

(4) The policies and procedures that were followed by the test agency in reviewing and rendering a decision to withhold the test score.

(5) The potential consequences which may result from the investigation, such as withholding or invalidating the test scores.

(6) A summary of the information that may be submitted to the test agency by the test subject to support the authenticity of the test score.

(7) A statement informing the test subject that the opportunity to respond to the notice will be afforded for not more than 15 working days following the date the notice was delivered. No final decision on the question of suspected irregularity or inauthenticity shall be rendered by the test agency until the test subject under investigation has responded, or the time for doing so has expired, whichever occurs first.

(d) After the time period specified in paragraph (7) of subdivision (c) has expired, the test agency shall review all of the evidence and shall render a decision regarding the authenticity of the score.

No test agency shall cancel or invalidate a test subject's test scores on the basis of an alleged irregularity or inauthenticity unless, after all evidence has been considered by the test agency, substantial evidence resulting from an investigation conducted pursuant to this section supports the cancellation or invalidation.

99160. (a) Whenever the test agency determines that substantial

evidence exists to support cancellation or invalidation of a test score, the test agency shall provide the test subject with a choice of the following options:

(1) A cancellation of the test scores in question, with full refund of all test fees.

(2) Opportunity to take the test again privately and without charge.

(3) Opportunity to seek judicial review of the matter.

(b) The test subject shall have 30 days following receipt of the notice by registered mail to respond to the notice of inauthenticity.

(c) If the test subject responds to the notice of inauthenticity or irregularity of test scores sent by the test agency within the time period specified by subdivision (b), the test agency shall review the contents of the response and comply with one of the following:

(1) If the test subject requests cancellation of the test scores, a full refund of all test fees will be provided within a reasonable period.

(2) If the test subject requests an opportunity to take the test again privately and without charge, the test agency shall make appropriate accommodations that are mutually agreed upon by the test agency and test subject so that the test subject has sufficient time to prepare for the retest. The retest shall be given in a reasonable and timely manner.

(3) Nothing in this section precludes the parties from seeking resolution of the testing problems by either judicial review or arbitration.

(d) The test agency shall not release confidential information to any authorized test score recipients regarding a test subject under pending investigation, unless authorized to do so by the test subject.

(e) The test agency shall immediately release the test score to the test subject and the test score recipients where no substantial evidence exists to render the inauthenticity or irreguarity of the test score.

(f) The procedures prescribed in Section 99159 and this section do not apply to instances where the cancellation of all test scores results from the complete disruption of the administration of the test, such as by natural disasters, national emergencies, inadequate or improper test conditions, answer sheet printing errors, or testing agency errors.

(g) Time procedures described in Section 99159 and this section shall not apply in those instances where test scores have already been reported to test score recipients.

99161. (a) No test agency shall release or disclose any test score identifiable with any individual test subject, in any form whatsoever, to any test score recipient, unless the agency is specifically authorized by the test subject to release that test score to the recipient. A test agency may, however, release all scores received by a test subject on a test to anyone designated by the test subject to receive the test score.

(b) A test agency may release test scores and other information in a form which does not identify any individual test subject for purposes of research, studies, and reports primarily concerning the test itself.

99162. Any information or report required to be submitted to the commission pursuant to this chapter shall be public record subject to disclosure under the provisions of Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code.

Nothing in this section shall be construed to diminish or authorize the infringement of any rights protected by law relating to copyright, to the protection of trade secrets, or other proprietary rights.

99163. Any test sponsor who intentionally violates any provision of this chapter shall be liable for a civil penalty not to exceed seven hundred fifty dollars ($750) for each violation.

99164. If any provision of this chapter or the application thereof to any person or circumstances is held invalid, the invalidity shall not affect other provisions or applications of the chapter which can be given effect without the invalid provision or application, and to this end the provisions of this chapter are severable.

Appendix B: Test Sponsor Materials

Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test

The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

September 22, 1987

Dr. Horace Crandell
Postsecondary Administrator
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Dr. Crandell:

The California Education Code, Part 65, Chapter 3, requires the College Board, as a sponsor of standardized tests, to file with the Commission specified information for the Preliminary Scholastic Aptitude Test. The enclosed information related to this test is submitted in compliance with the requirements of Section 99154.

Sincerely,

John Vaccaro
Director
Admission & Guidance Services

JV:sah

Enclosures:
(1) PSAT/NMSQT Interpretive Manual, 1986
(1) About Your PSAT/NMSQT Scores, 1986
(1) ETS Test Analysis Report of the of the PSAT/NMSQT October Administrations Report No. SR-86-109
(1) A Counselor's Guide to Helping Students Learn From the PSAT/NMSQT
(1) 1986 Student Bulletin For the PSAT/NMSQT
(1) Listing of Schools that Received Student Reports or Administered the PSAT/NMSQT on Saturday, October 18, or Tuesday, October 21, 1986 = grade level report

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity.

The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

November 6, 1987

Dr. Horace Crandell
Postsecondary Administrator
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Dr. Crandell:

Education code Section 99151 requires the College Board, as a test sponsor, to file with the Commission certain information specified in Section 99153. The enclosed information is for the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test.

Sincerely,

John Vaccaro
Director
Admissions and Guidance Services

JV:sah

Enclosures:
(1) Section (c) (d) Test Taking Pattern Information
(1) Section (e) (f) Financial Information
(3) Form S October 18, 1986 PSAT/NMSQT
(3) Form T October 21, 1986 PSAT/NMSQT
(1) Answer Keys for Form S and Form T of the 1986 PSAT/NMSQT
(1) Student Bulletin, 1986 PSAT/NMSQT
(1) About Your 1986 PSAT/NMSQT
(1) 1986 PSAT/NMSQT Supervisor's Manual
(1) 1986 PSAT/NMSQT Interpretive Manual
(1) Counselor's Guide to Helping Students Learn from the PSAT/NMSQT
(1) PSAT/NMSQT Summary Report for National, Regional, and California College Board Juniors, 1986
(1) Announcement of 1986-87 Test Dates
(1) 1986 PSAT/NMSQT California Summary Reports By Ethnic Background

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity.

THE COLLEGE BOARD

Report to the California Postsecondary Education
Commission Pursuant to California Education Code (Senate Bill 1758 - Torres)
State of California

The following information is provided in compliance with Section 99153 (c) (d).

This data is based on all national and international test administrations of the PRELIMINARY SCHOLASTIC APTITUDE TEST/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST during the 1986-87 testing year.

	PSAT/NMSQT Test
The total number of times the test was taken during the testing year	1,638,830
The number of individuals who took the test	
Once	1,638,830
Twice	-0-
More than twice	-0-
The number of individuals who registered for but did not take the test	N/A*

*The PSAT/NMSQT is school-administered; therefore, students do not register individually.

October 26, 1987

RFM/llp

Torres Report For Year Ended June 30, 1987

The following information is provided in compliance with Section 99153 (e)

	PSAT/NMSQT TEST
Fees received from test takers in the College Board's PSAT/NMSQT Test	
Test Fees	$8,277,640

The following information is provided in compliance with Section 99153 (f)

	PSAT/NMSQT TEST
Expenses directly Attributable to the PSAT/NMSQT Test	
Cost of Test Administration	$ 682,078
Direct support of test administration: publications, transcript services, etc.	643,170
Program direction	709,847
	$2,035,095

	PSAT/NMSQT TEST
Expenses indirectly attributable to the PSAT/NMSQT TEST	
Support services: publications regional offices, etc.	$ 536,000
Associational and Administrative expense	183,000
Research and Development	168,239
	$ 887,239
Total expense directly and indirectly attributable to PSAT/NMSQT test	$2,922,334

Torres Report for Year Ended June 30, 1987

Expenses identifiable as Scholastic Aptitude Test, Achievement Test, PSAT/NMSQT Test and Advanced Placement Tests have been allocated thereto. Joint costs have been allocated based on the Test volumes involved.

The following information is also provided in compliance with Section 99153 (f)

	Total
Total expense attributable to all activities including expenses not identifiable as attributable to the test	
Support services: publications, general offices, etc.	$10,411,089
Associational and administrative expense	10,774,720
Research and Development	3,093,654
	$24,279,463

Scholastic Aptitude Test and College Board Achievement Tests

The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

November 6, 1987

Dr. Horace Crandell
Postsecondary Administrator
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Dr. Crandell:

Education code Section 99151 requires the College Board, as a test sponsor, to file with the Commission certain information specified in Section 99153. The enclosed information is for the Scholastic Aptitude Test and the College Board Achievement Tests.

Sincerely,

John Vaccaro
Director
Admissions and Guidance Services

JV:sah

Enclosures:
(1) Section 99153 (c) (d) Test Taking Pattern Information
(1) Section 99153 (e) (f) Financial Information
(3) 5 SATS, 1987 Edition
(1) Registration Bulletin, SAT and Achievement Tests, 1987-88
(1) Taking the SAT
(1) Taking the Achievement Tests
(1) Using Your College Planning Report, 1987-88
(1) 1987-88 ATP Guide
(1) Guidelines on the Uses of College Board Test Scores & Related Data
(1) Announcement of 1986-87 Test Dates

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity.

The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

September 22, 1987

Dr. Horace Crandell
Postsecondary Administrator
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Dr. Crandell:

The California Education Code Part 65, Chapter 3, requires the College Board, as a sponsor of standardized tests, to file with the Commission specified information for the Scholastic Aptitude Test and the College Board Achievement Tests. The enclosed information related to these tests is submitted in compliance with the requirements of Section 99154.

Sincerely,

John Vaccaro
Director
Admissions & Guidance Services

JV:sah

Enclosures:
(1) Using Your College Planning Report, 1987-88
(1) ATP Guide for High Schools and Colleges, 1987-88
(1) Registration Bulletin, 1987-88 (Western Edition)
(1) Supervisor's Manual, 1987-88
(1) Taking the SAT
(1) Taking the Achievement Tests
(1) Test Center List, 1986-87

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity.

THE COLLEGE BOARD

Report to the California Postsecondary Education
Commission Pursuant to California Education Code (Senate Bill 1758 - Torres)
State of California

The following information is provided in compliance with Section 99153 (c) (d).

This data is based on all national and international test administrations of the Scholastic Aptitude Test during the 1986-87 testing year.

	Scholastic Aptitude Test
The total number of times the test was taken during the testing year	1,979,061
The number of individuals who took the test	
Once	1,575,259
Twice	178,637
More than twice	14,918
The number of individuals who registered for but did not take the test	193,997

October 26, 1987

RFM/11p

Torres Report For Year Ended June 30, 1987

The following information is provided in compliance with Section 99153 (e)

	Scholastic Aptitude Test
Fees received from test takers in the College Board's SCHOLASTIC APTITUDE TEST	
Test Fees	$22,770,000
Transcripts, Score Reports, etc.	$12,233,281
	$35,003,281

The following information is provided in compliance with Section 99153 (f)

	Scholastic Aptitude Test
Expenses directly Attributable to the SCHOLASTIC APTITUDE TEST	
Test development, analysis and validation	$ 2,352,518
Cost of Test Administration	17,849,931
Direct support of test administration: publications, transcript services, etc.	11,977,247
Summary reporting services	715,087
Program direction	570,033
	$33,464,816

	Scholastic Aptitude Test
Expenses indirectly attributable to the SCHOLASTIC APTITUDE TEST	
Support services: publications regional offices, etc.	$ 1,874,800
Associational and Administrative expense	2,305,500
Research and Development	483,716
	$ 4,664,016
Total expense directly and indirectly attributable to SCHOLASTIC APTITUDE TEST	$38,128,832

Torres Report for Year Ended June 30, 1987

Expenses identifiable as Scholastic Aptitude Test, Achievement Test, PSAT/NMSQT Test and Advanced Placement Tests have been allocated thereto. Joint costs have been allocated based on the Test volumes involved.

The following information is also provided in compliance with Section 99153 (f)

	Total
Total expense attributable to all activities including expenses not identifiable as attributable to the test	
Support services: publications, general offices, etc.	$10,411,089
Associational and administrative expense	10,774,720
Research and Development	3,093,654
	$24,279,463

THE COLLEGE BOARD

Report to the California Postsecondary Education
Commission Pursuant to California Education Code (Senate Bill 1758 - Torres)
State of California

The following information is provided in compliance with Section 99153 (c) (d).

This data is based on all national and international test administrations of the Achievement Tests during the 1986-87 testing year.

	Achievement Tests
The total number of times the test was taken during the testing year	315,523
The number of individuals who took the test	
Once	284,430
Twice	14,955
More than twice	390
The number of individuals who registered for but did not take the test	46,075

October 26, 1987

RFM/11p

Torres Report For Year Ended June 30, 1987

The following information is provided in compliance with Section 99153 (e)

	Achievement Tests
Fees received from test takers in the College Board's ACHIEVEMENT TESTS	
Test Fees	$ 6,162,000
Transcripts, Score Reports, etc.	1,991,464
	$ 8,153,464

The following information is provided in compliance with Section 99153 (f)

	Achievement Tests
Expenses directly Attributable to the ACHIEVEMENT TESTS	
Test development, analysis and validation	$ 1,946,679
Cost of Test Administration	3,420,197
Direct support of test administration: publications, transcript services, etc.	1,704,426
Summary reporting services	715,079
Program direction	92,797
	$ 7,879,178

	Achievement Tests
Expenses indirectly attributable to the ACHIEVEMENT TESTS	
Support services: publications regional offices, etc.	$ 305,200
Associational and Administrative expense	768,500
Research and Development	300,620
	$ 1,374,320
Total expense directly and indirectly attributable to ACHIEVEMENT TESTS	$ 9,253,498

Torres Report for Year Ended June 30, 1987

Expenses identifiable as Scholastic Aptitude Test, Achievement Test, PSAT/NMSQT Test and Advanced Placement Tests have been allocated thereto. Joint costs have been allocated based on the Test volumes involved.

The following information is also provided in compliance with Section 99153 (f)

	Total
Total expense attributable to all activities including expenses not identifiable as attributable to the test	
Support services: publications, general offices, etc.	$10,411,089
Associational and administrative expense	10,774,720
Research and Development	3,093,654
	$24,279,463

ACT

November 12, 1987

Horace F. Crandell
Postsecondary Education Administrator
California Postsecondary Education Commission
1020 12th Street, Second Floor
Sacramento, California 95814

Dear Mr. Crandell:

In compliance with Senate Bill 1758 of the Education Code related to standardized testing, The American College Testing Program, Inc. (ACT) hereby files the prescribed information as required by law for the testing year September 1, 1986 through August 31, 1987:

(1) Total tests taken during the testing year	1,193,722
Individuals taking the test once	620,645
Individuals taking the test twice	236,795
Individuals taking the test more than twice	31,424
Individuals who registered but did not take the test	115,230
Total amount of fees received from test subjects	$15,860,027
Direct expense for testing program:	
Test Adm., Scoring and Reporting	$ 9,733,892
Research and Development	505,450
Secondary & Postsecondary Institutions Support Services	2,118,751
Program Administration	759,210
Total Direct Expense	$13,117,303
Indirect Expenses	$ 1,569,261

(2) ACT does not offer an admissions data assembly service.

(3) Copies of each general publication prepared for routine distribution to test subjects and test score recipients are enclosed.

(4) Research data pertaining to test scores for California and the nation are enclosed. Research reports that have not been updated since our last filing have not been repeated with this filing.

2201 North Dodge Street, P.O. Box 168
Iowa City, Iowa 52243
(319) 337-1000

(5) Copies of each general publication prepared for routine distribution to ACT participating colleges and universities are also enclosed.

This completes our filing for the 1986-87 testing year. Please let me know if additional materials are required under the law. Questions concerning this information should be referred to Mr. Ted Bartell in our Sacramento Office, telephone (916) 921-2323.

Sincerely,

Joseph B. Pugh, Jr.
Vice President
Business and Finance Division

JBP:js

Enclosures

cc: Ted Bartell, AVP, Western Region

EXHIBITS

Exhibits A-1 Through A-4:	Three copies of each version of the ACT Assessment disclosed during the 1986-87 testing year, along with the corresponding answers, the methods used to convert raw scores into test scores, and an explanation of the method used. (Forms 28A, 25C, 28C, and 26D)
Exhibit B:	Registering for the ACT Assessment (combined East/West Regions) Contains: a. The dates of national administration of the ACT Assessment (page 1) b. Registration information (page 1) c. Score reporting information (page 1 & 2) d. The ACT Interest Inventory (page 5) e. The Student Profile Section (pages 6-10)
Exhibit C:	Preparing for the ACT Assessment
Exhibit D:	Using Your ACT Assessment Results
Exhibit E:	ACT Assessment Student Information
Exhibit F:	Using the ACT Assessment on Campus
Exhibit G:	Counselor's Handbook
Exhibit H:	The ACT Assessment Test Preparation Reference Manual for Teachers and Counselors
Exhibit I:	Reporting Services for Colleges and Universities
Exhibit J:	Research and Information Services
Exhibit K:	Helping Student Grow
Exhibit L:	Education Opportunity Service
Exhibit M:	Request for ACT Assessment Special Testing
Exhibit N & O:	High School Profile Report Composite for California High School Profile National Composite
Exhibit P:	Trend Tables for ACT-Tested Students in California (contains racial/ethnic, sex, etc., breakdown)
Exhibit Q:	ACT Class Profile Report - National Norms
Exhibit R:	College Student Profiles - Norms for ACT Assessment
Exhibit S:	Research Services Summary Tables (1983-84, 1984-85, 1985-86)

The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

September 22, 1987

Dr. Horace Crandell
Postsecondary Administrator
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Dr. Crandell:

The California Education Code, Part 65, Chapter 3, requires the College Board as a sponsor of standardized tests, to file with the Commission specified information for the Advanced Placement Examinations. The enclosed information related to these tests is submitted in compliance with the requirements of Section 99154.

Sincerely,

John Vaccaro
Director
Admissions & Guidance Services

JV:sah

Enclosures:
(1) A Guide to the Advanced Placement Program, 1987 attached; 1988 due 10/1
(1) Advanced Placement Course Description, Art
(1) Advanced Placement Course Description, Biology
(1) Advanced Placement Course Description, Chemistry
(1) Advanced Placement Course Description, Computer Science
(1) Advanced Placement Course Description, English
(1) Advanced Placement Course Description, French
(1) Advanced Placement Course Description, German
(1) Advanced Placement Course Description, Government and Politics
(1) Advanced Placement Course Description, History
(1) Advanced Placement Course Description, Latin
(1) Advanced Placement Course Description, Mathematics
(1) Advanced Placement Course Description, Music
(1) Advanced Placement Course Description, Physics
(1) Advanced Placement Course Description, Spanish
(1) Advanced Placement Program: Bulletin For Students Cal. Supplement (available 10/1/87)
(1) Advanced Placement Program: Bulletin for Students Cal. Supplement, May 88
(1) California Report of Schools Sending Candidates to Advanced Placement Examinations: May 1987

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity.

The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

November 6, 1987

Dr. Horace Crandell
Postsecondary Administrator
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Dr. Crandell:

Education code Section 99151 requires the College Board, as a test sponsor, to file with the Commission certain information specified in Section 99153. The enclosed information is for the Advanced Placement Examinations.

Sincerely,

John Vaccaro
Director
Admissions and Guidance Services

JV:sah

Enclosures:
(1) Section 99153 (c) (d) Test Taking Pattern Information
(1) Section 99153 (e) (b) Financial Information
(1) Bulletin for Students, Advanced Placement Program
(1) A Guide to the Advanced Placement Program
(1) 1987 Coordinator's Manual, AP Exams. May 9-13, 16-20, 1988
(1) School Administrator's Guide to the Advanced Placement Program
(1) 1987 AP National and California Summary Reports
(1) 1986-87 Test Dates, Advanced Placement Examination
(1) AP Yearbook, 1987

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity.

THE COLLEGE BOARD

Report to the California Postsecondary Education
Commission Pursuant to California Education Code (Senate Bill 1758 - Torres)
State of California

The following information is provided in compliance with Section 99153 (c) (d).

This data is based on all national and international test administrations of the Advanced Placement Program during the 1986-87 testing year.

	Advanced Placement Examination
The total number of times the examination was taken during the testing year	369,207
The number of individuals who took the examination	
Once	369,207
Twice	-0-
More than twice	-0-
The number of individuals who registered for but did not take the examination	N/A**

**Advanced Placement students register at time of the examination administration.

October 26, 1987

RFM/llp

Torres Report For Year Ended June 30, 1987

The following information is provided in compliance with Section 99153 (e)

	ADVANCED PLACEMENT PROGRAM
Fees received from examination takers in the College Board's ADVANCED PLACEMENT PROGRAM (APP)	
Examination Fees	$17,856,836

The following information is provided in compliance with Section 99153 (f)

	ADVANCED PLACEMENT PROGRAM
Expenses directly attributable to the ADVANCED PLACEMENT PROGRAM	
Examination development, analysis and validation	$ 2,172,242
Cost of Examination Administration	6,689,359
Direct support of examination administration: publications, transcript services, essay readings, etc.	1,687,941
Program Direction	782,650
	$11,332,192

	ADVANCED PLACEMENT PROGRAM
Expenses indirectly attributable to the ADVANCED PLACEMENT PROGRAM	
Support services: publications regional offices, etc.	$ 2,209,000
Associational and Administrative expense	1,018,000
Research and Development	1,161,075
	$ 4,388,075
Total expense directly and indirectly attributable to ADVANCE PLACEMENT PROGRAM	$15,720,267

Torres Report for Year Ended June 30, 1987

Expenses identifiable as Scholastic Aptitude Test, Achievement Test, PSAT/NMSQT Test and Advanced Placement Tests have been allocated thereto. Joint costs have been allocated based on the Test volumes involved.

The following information is also provided in compliance with Section 99153 (f)

	Total
Total expense attributable to all activities including expenses not identifiable as attributable to the test	
Support services: publications, general offices, etc.	$10,411,089
Associational and administrative expense	10,774,720
Research and Development	3,093,654
	$24,279,463

November 3, 1987

California Postsecondary Education
1020 Twelfth Street
Sacramento, CA 95814

Attention: Mr. Horace F. Crandell
Postsecondary Education Administration

Dear Mr. Crandell:

In accordance with the revised Education Code, Senate Bill No. 1758, Chapter 1505, Part 65, Chapter 3, Section 99152-99159, the enclosed data and publications are submitted on behalf of the TOEFL Program. The data are for the test year July 1, 1986 - June 30, 1987.

The enclosures include the following items: Program report for the Commission, (2) 3 copies of each of the test forms used at the July 11, 1986, August 2, 1986, November 15, 1986, December 12, 1986 and May 9, 1987 TOEFL Test Administration, together with a copy of the correct answer responses, and the score conversion tables for each test form, (3) TOEFL Bulletin of Information and Application Form - International/Special Center Testing Program, (5) Institutional Testing Program Brochure, (6) TOEFL Test and Score Manual, 1985 Edition, (7) TOEFL Request Form, (8) Appendices A and B - the location of 1986-87 TOEFL test centers in California, and (9) Test Security Brochures.

Sincerely,

Jasper D. Memory
Chairperson
TOEFL Policy Council

JDM:SRC:gla

Enclosures

Certified Mail
P 038 999 535

TEST OF ENGLISH AS A FOREIGN LANGUAGE
July 1, 1986 - June 30, 1987

Report prepared for the California
Postsecondary Education Commission

November 1, 1987

99153. On or before November 15 of each year, the test sponsor shall submit to the Commission all of the following data and information:

(a) Three versions of the test which were used in the prior testing year, along with the corresponding acceptable answers, and the methods used to convert raw scores into the test scores reported to test subjects and test score recipients, together with an explanation of that method.

99153. (a) Enclosed are three copies of each of the test forms used at the (1) August 2, 1986, (2) November 15, 1986, and (3) May 9, 1987 International TOEFL test administrations and three copies of each of the test forms used at the (1) July 11, 1986 and (2) December 12, 1986 Special Center TOEFL test administrations. Also included are cassette recordings of the stimulus material for the listening comprehension section, the correct answers for each test form and the score conversion tables.

These test forms are equivalent to those used at each TOEFL administration, but they are no longer in use as secure tests.

99153. (b) The dates of major or national administration of each test administered by the test agency during the testing year.

(c) The total number of test subjects who have taken the test once, who have taken it twice, and who have taken it more than twice during the testing year.

(d) The total number of test subjects who registered for, but did not take, the test.

(e) The total amounts of fees received from test subjects by the test agency for test for that testing year.

(f) The expenses to the test sponsor of the test, as follows:

(1) Those expenses which are directly attributed to the test.
(2) Those expenses which are indirectly attributed to the test.

(g) A copy of all documents, pamphlets, and literature provided to the test subject and the test score recipient.

(h) Where applicable, the national average test scores, state average test scores, the standard error of measurement, and any other existing information relevant to a comparison of the test scores of the state's test subjects with test scores of previous test subjects of the past five years.

(i) For those tests used to predict academic performance ....

(j) Using available data, the racial, ethnic, and sex breakdown of all test subjects taking each test during the testing year.

(k) If a separate fee is charged test subjects for admissions data assembly service ....

(l) The provisions of this section shall not be construed to require any test agency to submit to the Commission any reports or documents containing information relating to any reports or documents filed with the Commission pursuant to this section.

99153. (b) The dates of major or national administrations of TOEFL are as follows:

The International Testing Program which always tests on a Saturday provides testing six times a year at approximately 1,100 test centers established by ETS throughout the world. Test dates in 1986-87 were: August 2, 1986; October 25, 1986; November 15, 1986; January 10, 1987; March 14, 1987; and May 9, 1987.

The Special Center Testing Program schedules test administrations on Fridays at usually the same test centers as the International program. The program was integrated with the International TOEFL testing program in 1979 to provide monthly testing with alternate Friday and Saturday test dates. Testing was conducted throughout the world in 1986-87 for this program on July 11, 1986, September 19, 1986, December 12, 1986, February 13, 1987, April 10, 1987, and June 5, 1987.

(c) ETS records prepared by the Answer Sheet Scanning Department indicate the Test of English as a Foreign Language (TOEFL) was taken 449,899 times during 1986-87. Of this total 64,542 were answer sheets sent to ETS for scoring under its Institutional Testing programs. It is possible additional test subjects took the TOEFL under this service and the answer sheets were scored by the testing institution. Such test subjects are not recorded at ETS.

Information on the number of times an individual has taken TOEFL during the testing year is collected on the registration form. The information is self-reported and cannot be verified by ETS. Those individuals who applied to take TOEFL during 1986-87 and who provided this information are distributed as follows:

Once during 1986-87	219,115
Twice	83,759
More than twice	84,109

(d) In 1986-87, 67,335 registered for but did not take the TOEFL under the International and Special Center testing programs. Registration records for the Institutional TOEFL Testing Program are kept by the institutions administering the test and are not available to ETS.

(e) The total amount of fees received from test takers during 1986-87 was $15,829,915. No record is available of the amount received from California test takers only. The amount received represents four categories of income as follows:

a. Registration fees paid by individual test subjects.

b. Additional transcripts requested by individual test subjects.

c. Fees paid by institutions for Institutional Administration forms. under the Institutional Testing Programs, test forms are distributed directly to the institutions. Individual test subjects for these programs are not registered directly by ETS.

d. Program publications and services ordered by examinees.

(f) (1) Expenses directly attributed to the test (July 1, 1986 - June 30, 1987)

Program Direction	$1,876,265
Test Administration and Related Services-International, Special Center, US/Canada and Overseas Institutional Testing Programs	8,504,981
Service-Additional Requests for Transcripts	370,104
Test Development/Production	2,366,195
Publications	2,232,937
Research	248,352
TOTAL	$15,598,834

(2) Expenses indirectly attributed to the test (July 1, 1986 - June 30, 1987).

Policy Council and related activities	150,751
General Research Planning & Coordination	100,098
Development Studies	46,263
TOTAL	$297,112

(g) Each TOEFL applicant registering for the International or Special Center program receives a copy of the TOEFL Bulletin of Information. Applicants for the Institutional Testing Program receive a copy of Examinee Handbook and Admission Form.

Test score recipients include the examinees and universities, colleges or other agencies. The examinees receive copies of their score and a TOEFL Request Form for additional Official Score Reports. The colleges, universities and other agencies receive copies of examinees' score reports as designated by the examinee and each test score user receives a copy of the TOEFL Test and Score Manual. Copies of above publications are enclosed.

(h) National average and state average test scores are not available for the TOEFL test, however, information on the standard error of measurement and other statistical characteristics of the test may be found on pages 25-31 in the TOEFL Test and Score Manual.

(i) Not applicable. TOEFL is not used to predict academic performance.

(j) Statistical data by ethnic background is not available. Tables 7 and 8 on page 22 of the Test and Score Manual provides means and standard deviations of test scores by sex. Tables 9 and 10, pages 23 and 24 provide score data by national and linguistic background.

(k) TOEFL does not offer admissions data assembly service.

(l) None of the statistical data is individually identifiable.

99154. (a) Within 90 days of the close of each testing year, the test sponsor shall file with the Commission standard technical data sufficient to describe the psychometric quality of the test.

For purposes of compliance with this section, it is sufficient to deposit with the Commission information conforming to the guidelines specified in the Standards for Educational and Psychological Tests of the American Psychological Association, which were in effect 180 days prior to the testing year, and which are appropriate to the particular test and its uses.

(b) Data, reports or other documents submitted pursuant to this chapter shall be accompanied by a description of the test, including, but not limited to, the title, purpose or purposes of the test, and when and where the test was administered in the state.

(c) Data, reports or other documents submitted pursuant to this chapter shall not contain information in a form identifiable with individuals or particular postsecondary educational institutions.

99154. (a) Technical data describing the psychometric quality of the TOEFL tests are included in the enclosed TOEFL Test and Score Manual, pp. 20-31.

(b) A description of the test appears in the TOEFL Test and Score Manual, pp. 7-8. A description of the test and its purpose is also provided each applicant in the 1986-87 Bulletin of Information on page 3, and pages 13 through 16; for the Institutional Testing Program this information is in the Handbook for Examinees on page 24-31.

Lists of the location and dates of all TOEFL test administrations within within the state of California during test year 1986-87 are attached. The lists for the International and Special Center test programs are marked "Appendix A." The test sites and test dates for the Institutional testing program are marked "Appendix B."

(c) None of this data is individually identifiable--either by examinee or by institution, except for the test center locations.

99156. A test agency shall prepare a clear, easily understandable written description of each standardized test it administers. A copy of the appropriate description shall be provided to the test subject or the test score recipient together with the test registration forms and related documents, prior to the administration of the test or coinciding with the initial reporting of a test score. The description shall include all of the following information:

(a) The purposes for which the test is constructed and intended to be used.

(b) For those tests used to predict performance, the subject matter included on these tests and the knowledge and skills which the test purports to measure.

(c) Statements designed to provide information for interpreting the test scores, including the explanations of the test, the standard error of measurement, and the correlation between test score and performance.

(d) Statements concerning the effects and uses of test scores, including the following:

(1) If the test score is used by itself or with other information to predict future grade point average, a summary of existing data on the extent to which the use of this test score will improve the accuracy of predicting future grade point average, over and above all other information used.

(2) a summary of existing data on the extent to which the improvement in test scores results from test preparation courses.

(e) A description of the form in which test scores will be reported, and whether the raw test scores will be altered in any way before being reported to the test subject.

(f) A complete description of any promises or covenants which the test agency makes to the test subject with regard to any of the following matters:

(1) The accuracy of scoring.

(2) The time period within which the test subject's score will be reported to the test subject and to the test score recipients.

(3) The privacy of information relating to the test subject, including his or her test scores.

(g) The property interest in the test score held by the test subject, if any.

(h) The period of time the test agency will retain the test score, and the test agency's policies regarding the storage, disposal, and future use of test scores.

(i) A description of all special services which will be provided at the location of the test administration to accommodate handicapped or disabled test subjects.

(j) The policies and procedures of the test agency when there is a delay in reporting the test scores pursuant to Section 91160.

(k) A representative set of sample test items.

(l) The fees to be charged by the test sponsor for various services made available to the test subject.

(m) Each test agency shall comply with the requirements of this section beginning with the start of its testing year which begins after January 1, 1985.

99156. (a) For International or Special Center TOEFL test takers the required information appears on page 3 of the 1986-87 Bulletin of Information under the heading "General Information," and on page 3 of the Institutional test program's Examinee Handbook and Administration Form.

For universities, colleges, and other institutions designated as TOEFL score recipients the required information appears on pp. 7-8 of the TOEFL Test and Score Manual.

(b) Not applicable. TOEFL does not predict performance.

(c) Required information appears on page 11 of the TOEFL Test and Score Manual under the heading "TOEFL Scores," and on pp. 20-23 of the Handbook for Examinees under the heading "Test Results."

(d) (1) Required information appears on pp. 14-18 of the TOEFL Test and Score Manual under heading "Using TOEFL Scores," however, TOEFL is not used to predict grade point average.

(2) Required information appears on page 16 in the Bulletin of Information, under the heading "Preparing for and Taking the Test" for those applicants registering for the International/Special Center Testing Program and on page 7 of the Examinee Handbook for the Institutional testing program test takers.

(e) Required information on scoring procedures appears on page 14-15 in the International Testing Program Bulletin of Information and on pp. 17-19 of the Institutional Examinee Handbook.

(f) (1) Information on Quality Controls appears on page 18 of the Handbook for Examinees and on page 6 of the Institutional test program's Examinee Handbook.

(2) Required information regarding the time period for reporting scores is found on pp. 11-12 of the Bulletin of Information and Application Form, on page 20 of Handbook for Examinees, on page 16 of the Institutional program's Examinee Handbook and under the section of the Institutional Testing Program brochure titled "Summary of Institutional Testing Program Policies."

(3) Required information appears on page 10 of the TOEFL Test and Score Manual under the heading "Confidentiality of Information," in the Handbook for Examinees under the heading "Test Results," and in the Institutional Testing Program brochure under the heading "ETS Policy about Release of Individual Score Information."

(g) Required information appears in the Bulletin of Information on page 15, under the heading "Score Reporting Services," and in the Examinee Handbook on page 16.

(h) Required information appears in the Bulletin of Information on page 15 under heading "Test Score Data."

(i) Required information appears in the Bulletin of Information on page 14.

(j) Required information filed under Paragraph 91160.

(k) Representative sample items appear in the Bulletin of Information, pp. 18-20, under the heading "Practice Questions," and in the Examinee Handbook, pp. 10-16.

In addition, during 1986-87 TOEFL examinees and others had access to other test forms and related materials via the following program services:

a. TOEFL Sample Test (equal to one-half the length of a TOEFL test form). Available to anyone at $3 per copy.

b. Test materials from selected administrations. These include a copy of the test book and the cassette, the correct answers to the questions and a copy of the examinee's answer sheet with the raw scores marked. (Available to TOEFL examinees only who took the July, August, November and December 1986 and May 1987 administrations.)

c. Understanding TOEFL. A complete test form with cassette for Section 1, an answer sheet, and a workbook providing an explanation for each question and set of answers. Available to applicants for $11 with the test fee or $13 on a separate order.

d. Listening to TOEFL. Listening to TOEFL focuses on Section 1, the listening comprehension section of the test. It contains a workbook and three cassette recordings. The kit also contains two complete TOEFL tests, answer sheets and lists of the correct answers for all of the questions. Available to applicants for $13 with the test fee.

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99157. This section does not apply to the Test of English as a Foreign Language.

99158. If the test agency will be delayed in reporting a test subject's score for a time period amounting to 10 calendar days beyond the period specified in paragraph (2) of subdivision (f) of Section 99156, the test agency shall notify the test subject immediately. The notice shall indicate the reasons for delay, including, but not limited to, incorrect, incomplete, or inconsistent personal identifying information furnished by a test subject.

99158. The Bulletin of Information, page 14, states that "test results will be sent ... one month after you take the test. Under no circumstances can they be sent any earlier. (Test results will be sent out two or three weeks later for examinees whose answer sheets arrive late at the TOEFL office or whose answer sheets are not completed properly.)

99159. The test agency shall establish a formal panel composed of test agency officials to review and decide cases of suspected test score....

Test takers, their parents or guardians and others who advise them are entitled to know why certain scores have been questioned and the procedures used by Educational Testing Service to verify or invalidate such scores.

ETS Test Security office provides for a formal panel composed of test agency officials and senior measurement staff who review and decide cases of suspected test score inauthenticity or irregularities. Brochures explaining the ETS test security procedures are sent to examinees whose scores are questioned (Sample brochure titled "Procedures for Questioned Scores" is included with this report).

99160. (a) Whenever a test agency is presented with information which renders the test subject's test score suspect, whether that information is in the form of allegations callusion or cheating, or irregular test administration, or irregular statistical data, or any other form. The test agency shall submit the information to the review panel. The panel shall be responsible for reviewing the information and determining if an investigation is warranted.

(a) Information for examinees about the policy of cancelling TOEFL test scores is provided on pages 10, 11, and 15 of the 1986-87 Bulletin of Information. If the test score is referred to the ETS Test Security office for validation and review by the formal panel, a letter and Test Security office brochure is sent to the examinee via registered mail. Every opportunity is provided to the examinee to prepare a rebuttal.

(b) The test subject shall have 30 days following receipt of the notice by registered mail to respond to the notice of inauthenticity.

(b) ETS allows a minimum of 30 days for a test subject to respond following receipt of a registered mail notice of inauthenticity.

(c) If the test subject responds to the notice of inauthenticity or irregularity of test scores sent by the test agency within the time period specified by subdivision (b), the test agency shall review the contents of the response and comply . . . . . .

(c) The procedures for each of these requirements are described on p. 11 of the Bulletin of Information and in the ETS pamphlet, Procedures for Questioned Scores.

(d) The test agency shall not release confidential information to any authorized test score recipients regarding a test subject under pending investigation, unless authorized to do so by the test subject.

(d) Reviews of questionable scores by ETS are confidential; ETS does not release information about a questioned score to anyone unless authorized to do so by the test subject.

(e) The test agency shall immediately release the test score to the test subject and the test score recipients where no substantial evidence exists to render the inauthenticity or irregularity of the test score.

(e) TOEFL scores held during the investigation are released immediately upon a determination that no substantial evidence exists to render the test score inauthentic or irregular.

99161. (a) No test agency shall release or disclose any test score identifiable with any individual test suject, in any form whatsoever, to any test score recipient, unless the agency is specifically authorized by the test subject to release that test score to the recipient.

TOEFL Test and Score Manual describes to test score users the policy regarding Confidentiality of Information.(see page 10). Page 15 of the Bulletin of Information describes for the TOEFL examinees the TOEFL policy regarding examinee score data.

Graduate Record Examinations Board
PRINCETON, NEW JERSEY 08541-6000 ● AREA CODE 609 734-1105

IN AFFILIATION WITH
The Association of Graduate Schools
The Council of Graduate Schools

November 13, 1987

1987

Kenneth L. Hoving
University of Oklahoma
Chairman

●

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CBS News

Marcus Alexis
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Hariharan Swaminathan
University of Massachusetts, Amherst

Edward N. Wilson
Washington University

●

Charlotte V. Kuh
Secretary to the Board

Mr. Horace F. Crandall
1020 Twelfth Street
California Postsecondary
Education Commission
Sacramento, CA 95814

Dear Mr. Crandall:

Forwarded herewith pursuant to the revised California Education Code, Senate Bill No. 1758, Chapter 1505, Part 65 Chapter 3, Sections 99152-9959 is information concerning administrations of the Graduate Record Examinations during the 1986-87 testing year which ended on September 30, 1987.

Enclosed are the following 1986-87 publications and reports referred to in this report:

- GRE Information Bulletin 1986-87
- Guide to the Use of the Graduate Record Examinations Program 1986-87
- Interpreting Your GRE General Test Scores 1986-87
- GRE General Test, Edition GR87-4 (3 copies)
- GRE General Test, Edition GR87-5 (3 copies)
- GRE General Test, Edition GR87-6 (3 copies)
- GRE Technical Manual
- General Test, Test Analysis Forms 3IGR1, 3IGR2, 3GGR1
- GRE/MGSLS Publications List and Order Form
- Order Form for the 1986-87 Information Bulletin
- Effects of Coaching on GRE Aptitude Test Scores, GREB Report 81-3R
- Effects of Test Preparation on the Validity of GRE Analytical Scores, GREB Report 82-6aP
- Test Preparation for the GRE Analytical Ability Measure: Differential Effects for Subgroups of GRE Test Takers. GREB Report 82-6bP

- Descriptive booklet for all Subject Tests
- Summary of the Graduate Record Examinations Validity Study Service, June 1983
- Procedures for Questioned Scores
- Summary of Data Collected from Graduate Record Examinations Test Takers During 1985-86 (Data Summary Report #11 in press. Copies of tables only enclosed. Will send report when available.)
- Report of Students who have repeated the General Test and Subject Tests once, twice, or more than twice

The Graduate Record Examinations Board has delegated to Educational Testing Service, Princeton, NJ 08541, the specific duty of publication and distribution of copies of these materials.

Sincerely,

Kenneth L. Hoving
Chairman, GRE Board

KLH/jmt

Enclosures
cc: Mr. Robert A. Altman, Educational Testing Service
Mr. Patrick M. Callan, Director
Ms. Charlotte V. Kuh, Educational Testing Service
Mr. Stanford von Mayrhauser, Educational Testing Service

Graduate Record Examinations Board
PRINCETON, NEW JERSEY 08541-6000 ● AREA CODE 609 734-1105

IN AFFILIATION WITH
The Association of Graduate Schools
The Council of Graduate Schools

1987

Kenneth L. Hoving
University of Oklahoma
Chairman
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Jacqueline Adams
CBS News
Marcus Alexis
University of Illinois at Chicago
Richard Attiyeh
University of California, San Diego
Jeanne E. Gullahorn
The University at Albany
State University of New York
Russell G. Hamilton
Vanderbilt University
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Brown University
Chairman-Elect
Hariharan Swaminathan
University of Massachusetts, Amherst
Edward N. Wilson
Washington University
●
Charlotte V. Kuh
Secretary to the Board

January 11, 1988

Mr. Horace F. Crandall
California Postsecondary
Education Commission
1020 Twelfth Street
Sacramento, California 95814

Dear Mr. Crandall:

In accordance with the provisions of Section 99152 of California Senate Bill 1758 (Torres), I am reporting the dates of the 1988-89 testing year for the Graduate Record Examinations Program. The GRE testing year will begin on October 1, 1988 and will end on September 30, 1989.

On November 13, 1987, I sent to you the information required by California law concerning administration of the GRE during the 1986-87 testing year which ended on September 30, 1987. At that time I was unable to send you the published Summary of Data Collected from Graduate Record Examinations Test Takers During 1985-86 (Date Summary Report #11). I was only able to send copies of the tables which make up the Data Summary Report. Enclosed you will find the finished report.

The Graduate Record Examinations Board has delegated to Educational Testing Service, Princeton, New Jersey 08541, the specific duty of publication and distribution of its printed material.

Sincerely,

Kenneth L. Hoving
Chairman, GRE Board

KLH:jk
Enclosure

cc: Ms. Charlotte V. Kuh, Educational Testing Service

Graduate Record Examinations Program

October 1, 1986 - September 30, 1987

Report prepared for the California
Postsecondary Education Commission

November 1987

GRADUATE RECORD EXAMINATIONS

October 1, 1986 - September 30, 1987

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99153

99153. On or before November 15 of each year, the test sponsor shall submit to the Commission all of the following data and information:

(a) Three copies of each version of the test which was disclosed in the prior testing year, along with the corresponding acceptable answers, and the methods used to convert raw scores into the test scores reported to test subjects and test score recipients, together with an explanation of that method.

(a) Attached to this report are three versions of the GRE General Test which were used in the most recent testing year, an answer key for each and explanation of the scoring of these tests. Also attached are copies of the test analysis reports for these test forms.

99153. (b) The dates of major or national administration of each test administered by the test agency during the testing year.

(b) Dates of the major administrations for the Graduate Record Examinations are included in the calendar on the back cover of the enclosed GRE 1986-87 Information Bulletin and the Guide to the Use of the Graduate Record Examinations Program 1986-87.

99153. (c) The total number of test subjects who have taken the test once, who have taken it twice, and who have taken it more than twice during the testing year.

(c) The number of examinees who have taken the GRE tests once, twice, or more than twice is attached as a separate report.

99153. (d) The total number of test subjects who registered for, but did not take, the test.

(d) The total number of registrants for major GRE administrations of all General and Subject Tests in 1986-87 was 354,369. Of these registrants, 53,515 did not take the tests.

In California, there were 33,524 registrants for all GRE General and Subject Tests. Of these, 5,995 did not take the tests.

99153. (e) The total amounts of fees received from test subjects by the test agency for the test for that testing year.

(e) Total fees received from test subjects (test takers) for the Graduate Record Examinations for 1986-87 equalled $18,393,435. No record is available of the amount received from California test takers only; nor are records available for receipts by test title. The amount received represents four categories of income, as follows:

1. **Registration fees paid by individual test subjects.**
2. **Additional transcripts requested by individual test subjects.**
3. **Fees paid by institutions for institutional services.**
4. **Program publications and services ordered by examinees.**

99153. (f) The expenses to the test sponsor of the test, as follows: (1) the expenses which are directly attributable to the test and (2) those expenses which are indirectly attributable to the test.

(f) (1.) Expenses directly attributable to the test and

(2.) Expenses indirectly attributable to the test required by this section are as follows:

Income

Fees from Test Takers for GRE Tests	$16,713,335
Fees for Priced Publications	1,103,679
Fees for Institutional Services	576,421
Total	$18,393,435

	General	Subject
Expenses Directly Attributable	$12,849,736	$5,209,596
Test Administration	$7,740,981	$2,580,327
Program Direction	1,603,928	534,643
Test Development	1,174,440	1,317,831
Research	730,555	243,518
Publications	1,599,832	533,277
Expenses Indirectly Attributable	$126,742	$42,247
Special Services	11,343	3,781
GRE Board and Committees	115,399	38,466

Expenses Not Attributable	$542,530
Graduate Program Self-Assessment	156,020
CGS/GRE Survey	71,851
Graduate Programs & Admissions Manual	62,100
Minority Graduate Student Locator Service	124,956
GRE/CGS Forums	79,665
Technical Manual	2,520
Major Field Achievement Tests	45,418

99153. (g) A copy of all documents, pamphlets, and literature provided to the test subject and the test score recipient.

(g) (1.) Attached to this report are copies of each document, pamphlet, and literature provided to each test taker. These are:

GRE Information Bulletin 1986-87

Interpreting Your GRE General Test Scores 1986-87

A sample Report of Scores (found on page 50 of the Guide)

(g) (2.) A copy of each document, pamphlet, and literature provided to each test score recipient are attached to this report. These are:

Guide to the Use of the Graduate Record Examinations Program - 1986-87

GRE 1986-87 Information Bulletin

GRE/MGSLS Publications List and Order Form - 1986-87

Order Form for the 1986-87 Information Bulletin Gradate Record Examinations and Minority Graduate Student Locater Service

Samples of score reporting forms located on pages 50-53 of the Guide

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99153. (h) Where applicable, the national average test scores, state average test scores, the standard error of measurement, and any other existing information relevant to a comparison of the test scores of the state's test subjects with test scores of previous test subjects of the past five years.

(h) GRE average scores are for the test-taking population reported on page 17 of the Guide to the Use of the Graduate Record Examinations Program 1986-87. The standard error of measurement for individual scores and score differences are reported on page 33. The results of all administrations of all forms or editions of a given test are reported on the same scale. National and state average test scores are neither gathered nor reported.

99153. (i) For those tests used to predict academic performance, the most recent national or regional aggregation of data concerning the predictive validity of all of the following:

(1) Academic record or grades alone.
(2) Standardized test score alone.
(3) Academic record and test score combined.
(4) Standardized test scores over and above the predictive validity of academic record alone.

(i) (1-4) The 1981-82 Summary Report of the Graduate Record Examinations Validity Study Service is attached.

99153. (j) Using available data, the racial, ethnic, and sex breakdown of all test subjects taking each test during the testing year.

(j) Racial, ethnic and sex information is self-reported by test takers and is not always provided to the GRE Program. Available ethnic data for GRE test takers are reported in the Guide to the Use of the Graduate Record Examinations Program 1986-87, Tables 6 and 7, pages 27-28. Racial, ethnic and sex information is reported in various tables throughout A Summary of Data Collected from Graduate Record Examinations Test Takers During 1985-86 (Data Summary Report #11) October 1987, table copies attached.

99153. (k) If a separate fee is charged test subjects for admissions data assembly service, the test sponsor shall report information concerning the data assembly service in substantially the same form as would be required for a test under this section.

(k) Not Applicable.

99153. (l) This section shall not be construed to require any test agency to submit to the commission any reports or documents containing information relating to any individual test subject. Any information relating to any individual test subject. Any information relating to any individual test shall be deleted or obliterated from any reports or documents filed with the commission pursuant to this section.

(l) Information submitted in compliance with this section does not include information identifiable with any individual or institution.

GRADUATE RECORD EXAMINATIONS

October 1, 1986 - September 30, 1987

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99154

99154. (a) Within 90 days of the close of each testing year, the test sponsor shall file with the Commission standard technical data sufficient to describe the psychometric quality of the test.

For purposes of compliance with this section, it is sufficient to deposit with the Commission information conforming to the guidelines specified in the Standards for Educational and Psychological Tests of the American Psychological Association, which were in effect 180 days prior to the testing year, and which are appropriate to the particular test and its uses.

(a) Technical data describing the psychometric quality of the tests are included in the Guide to the Use of the GRE Program and the GRE Technical Manual.

99154. (b) Data, reports or other documents submitted pursuant to this chapter shall be accompanied by a description of the test, including, but not limited to, the title, purpose or purposes of the test, and when and where the test was administered in the state.

(b) A description of the purposes of the tests and when and where they are administered in California is included in the GRE Information Bulletin.

99154. (c) Data, reports or other documents submitted pursuant to this chapter shall not contain information in a form identifiable with individuals or particular postsecondary educational institutions.

(c) Information submitted with this section does not include data identifiable with any individual or institution.

GRADUATE RECORD EXAMINATIONS

October 1, 1986 - September 30, 1987

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99156

99156. A test agency shall prepare a clear, easily understandable written description of each standardized test it administers. A copy of the appropriate description shall be provided to the test subject or the test score recipient together with the test registration forms and related documents, prior to the administration of the test or coinciding with the initial reporting of a test score. The description shall include all of the following information:

(a) The purposes for which the test is constructed and intended to be used.

(a) The purposes for which the test are constructed are described on page 5 of the GRE Information Bulletin.

99156. (b) For those tests used to predict performance, the subject matter included on these tests and the knowledge and skills which the test purports to measure.

(b) The subject matter of and knowledge and skills measured by the GRE General Test and GRE Subject Tests is described on page 5 of the GRE Information Bulletin.

99156. (c) Statements designed to provide information for interpreting the test scores, including the explanations of the test, the standard error of measurement, and the correlation between test score and performance.

(c) For information to assist in interpreting test scores, see the GRE Information Bulletin, pp.23-29; student score leaflet, Interpreting Your GRE General Test Scores 1986-87; the Guide, pp. 11-13, 32-34; the GRE Subject Test Description Booklets, p; 5, the GRE Technical Manual.

99156. (d) Statements concerning the effects and uses of test scores, including the following:

(1) If the test score is used by itself or with other information to predict future grade point average, a summary of existing data on the extent to which the use of this test score will improve the accuracy of predicting future grade point average, over and above all other information used.

(d) (1) The 1981-82 Summary Report of the Graduate Record Examinations Validity Study Service are attached to this report.

(2) A summary of existing data on the extent to which the improvement in test scores results from test preparation courses.

(2) See the attached research reports: (1) GREB Report 81-3R, Effects of Coaching on GRE Aptitude Test Scores; (2) GREB Report 82-6aP, Effects of Test Preparation on the Validity of GRE Analytical Scores; (3) GREB Report 82-6bP, Test Preparation of the GRE Analytical Ability Measure: Differential Effects for Subgroups of Test Takers.

99156. (e) A description of the form in which test scores will be reported, and whether the raw test scores will be altered in any way before being reported to the test subject.

(e) For the form in which test scores will be reported see the GRE Information Bulletin, p. 23-24.

99156. (f) A complete description of any promises or covenants which the test agency makes to the test subject with regard to any of the following matters:

(1) The accuracy of scoring.

(1) For a description of the accuracy of scoring, see GRE Information Bulletin, p. 22.

(2) The time period within which the test subject's score will be reported to the test subject and to the test score recipients.

(2) For the time period within which scores will be reported, see GRE Information Bulletin, p. 23.

(3) The privacy of information relating to the test subject, including his or her test scores.

(3) For information about the privacy of information, see GRE Information Bulletin, p. 25.

99156. (g) The property interest in the test score held by the test subject, if any.

(g) For information about property interest, see GRE Information Bulletin, p. 25.

99156. (h) The period of time the test agency will retain the test score, and the test agency's policies regarding the storage, disposal, and future use of test scores.

(h) For the retention of scores and use of scores, see GRE Information Bulletin, p. 24-25.

99156. (i) A description of all special services which will be provided at the location of the test administration to accommodate handicapped or disabled test subjects.

(i) For a description of handicapped services, see GRE Information Bulletin, pp.5,8,11,12.

99156. (j) The policies and procedures of the test agency when there is a delay in reporting the test scores pursuant to Section 91160.

(j) For the policies concerning delay in scores, see GRE Information Bulletin, p. 23.

99156. (k) A representative set of sample test items.

(k) For a sample General Test and sample questions, see pages 29-72, GRE Information Bulletin. For samples of the Subject Tests, see the descriptive booklets for each test.

99156. (l) The fees to be charged by the test sponsor for various services made available to the test subject.

(1) For test fees, see GRE Information Bulletin, pp. 16, 21, and 96.

99156. (m) Each test agency shall comply with the requirements of this section beginning with the start of its testing year which begins after January 1, 1985.

GRADUATE RECORD EXAMINATIONS

October 1, 1986 - September 30, 1987

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99157 & 99158

99157. This section does not apply to the Graduate Record Examinations Program.

99158. (a) If the test agency will be delayed in reporting a test subject's score for a time period amounting ot 10 calendar days beyond the period specified in paragraph (2) of subdivision (f) of Section 99156, the test agency shall notify the test subject immediately. The notice shall indicate the reasons for delay, including, but not limited to, incorrect, incomplete, or inconsistent personal identifying information furnished by a test subject.

(a) The procedure for notifying test subjects and score users of any delay in submitting scores is described on page 25 of the 1986-87 GRE Information Bulletin.

GRADUATE RECORD EXAMINATIONS

October 1, 1986 - September 30, 1987

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99159

99159. (a) through (d) Whenever a test agency is presented with information which renders the test subject's score suspect. . . .

(a) through (d) Test takers, their parents, and others who advise them are entitled to know why certain scores have been questioned and the procedures used by Educational Testing Service (ETS) to verify or invalidate such scores. The pamphlet intended to provide information to test takers about why their scores have been questioned, Procedures for Questioned Scores, is attached.

GRADUATE RECORD EXAMINATIONS

October 1, 1986 - September 30, 1987

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99160

99160 (a) Whenever the test agency determines that substantial evidence exists to support cancellation or invalidation of a test score, the test agency shall provide the test subject with a choice of the following options:

(1) A cancellation of the test scores in question, with full refund of all test fees.

(2) Opportunity to take the test again privately and without charge.

(3) Opportunity to seek judicial review of the matter.

(a) Information for test takers concerning the procedures used in cancelling questioned scores is found on page 26 of the GRE Information Bulletin and in the pamphlet, Procedures for Questioned Scores.

(b) The test subject shall have 30 days following receipt of the notice by registered mail to respond to the notice of inauthenticity.

(b) ETS provides up to six weeks for a subject to respond to a notice of score inauthenticity.

99160. (c) If the test subject responds to the notice of inauthenticity or irregularity of test scores sent by the test agency within the time period specified by subdivision (b), the test agency shall review the contents of the response and comply . . . . . .

(1) through (3) The procedures for each of these requirements are described on p. 24 of the GRE Information Bulletin and in the ETS pamphlet, Procedures for Questioned Scores.

99160. (d) The test agency shall not release confidential information to any authorized test score recipients regarding a test subject under pending investigation, unless authorized to do so by the test subject.

(d) Reviews of questionable scores by ETS are confidential; ETS does not release information about a questioned score to anyone unless authorized to do so by the test subject.

99160 (e) The test agency shall immediately release the test score to the test subject and the test score recipients where no substantial evidence exists to render the inauthenticity or irregularity of the test score.

(e) GRE scores held during investigation are released immediately upon a determination that no substantial evidence exists to render the test score inauthentic or irregular.

GRADUATE RECORD EXAMINATIONS

October 1, 1986 - September 30, 1987

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99161

99161. (a) No test agency shall release or disclose any test score identifiable with any individual test subject, in any form whatsoever, to any test score recipient, unless the agency is specifically authorized by the test subject to release that test score to the recipient. A test agency may, however, release all scores received by a test subject on a test to anyone designated by the test subject to receive the test score.

(a) The confidentiality of GRE scores is described for GRE score users on page 9 of the Guide to the Use of the GRE Program. Pages 27-28 of the GRE Information Bulletin provide test takers with information about GRE scores.

Graduate
Management
Admission
Council

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November 10, 1987

Dr. Horace Crandell
California Post-Secondary
Education Commission
1020 12th Street
Sacramento, California 95814

Dear Dr. Crandell:

On behalf of the Graduate Management Admission Council, the sponsor of the Graduate Management Admission Test, I am pleased to submit the information required under Chapter 1505 of the laws of the state of California; Chapter 3, Part 65 of the Education Code, Sections 99150-99164. Some of the information requested that is specific to California test takers (Section 99153, h and j) is not available at this time; it will be forwarded to you as soon as it does become available.

Respectfully,

WBroesamle

William Broesamle
President

Enclosures:

1) October 1986, January 1987, March 1987 and June 1987 GMATs and Answer Keys (3 copies each)
2) GMAT TECHNICAL REPORT
3) GMAT 1986-87 BULLETIN OF INFORMATION
4) GMAT CANDIDATE SCORE INTERPRETATION GUIDE
5) GUIDE TO THE USE OF GMAT SCORES
6) PROCEDURES FOR QUESTIONED SCORES

NAB/bao
8-5

Reply to:
Los Angeles
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Graduate Management Admission Council

99153

(a)(b) Enclosed are three (3) copies each of the actual Graduate Management Admission Tests administered on the regular national administration dates:

October 18, 1986
January 24, 1987
March 21, 1987
June 20, 1987

Also included are scoring keys and explanatory materials.

(c) During 1986-87, 220,228 individuals took the GMAT. The numbers of individuals who took it once, twice and more than twice during the year are not available at this time.

(d) During 1986-87, 42,339 individuals registered for but did not take the GMAT.

Section 99153 - Financial information. Definitions are provided on the following page.

(e) Total amount of fees received from test takers:

1. GMAT Testing Program	$8,911,600
2. Guides to GMAT/MBA	1,147,100
3. MBA Admission Forums	40,600
Total income from test takers	$10,099,300

(f)(1) Expenses directly attributable to the testing program:

4. GMAT Test Administration	$6,656,200
5. GMAT Test Development	887,200
6. GMAT Validity Studies and Test Research	667,900
Total expenses directly attributable to the testing program	$8,211,300

(f)(2) Expenses indirectly attributable to the testing program:

7. Institutional Programs and Council Administration	$1,614,500
8. Guides to GMAT/MBA	1,002,700
9. MBA Admission Forums	237,400
10. Other Publications and Programs for Prospective MBA Candidates	593,700
Total expenses indirectly attributable to the testing program	$3,448,300
Total Council Expenses	$11,659,600

Definitions of the financial information reported by the Graduate Management Admission Council pursuant to Section 99153.

Line 1 Fees received from test takers for the testing program include fees for the test registration and basic score reporting service. Additional score reports may be purchased by candidates for an additional fee. Other service fees are for late registrations, supplementary test centers, foreign test center surcharges, test center changes, test disclosure materials, and hand rescoring services.

Line 2 and 8 Revenue and expense for the GUIDE TO MBA and the GUIDE TO GMAT are from sale and production of these two publications. The GUIDE TO MBA includes a section about graduate study in management, careers, and descriptions of more than 500 different MBA programs. The GUIDE TO GMAT contains three complete Graduate Management Admission Tests, with correct answers and explanations provided and a math review section. A software version of the GMAT Guide was introduced in fiscal 1986-87.

Lines 3 and 9 Revenues from the MBA Admission Forums are received from students who attend these events, which gather representatives from the admissions offices of over 75 graduate schools of management in a single location to facilitate the exchange of information with prospective applicants and to provide an opportunity for students to ask questions about the GMAT. Expenses are incurred for planning and operating these programs.

Line 4 Expenses incurred for test administration include all expenses of test registration, test center administration, test related publications and mailings including test disclosure materials, computer scoring and reporting, statistical analysis, clerical responses to inquiries, and quality assurance.

Line 5 Expenses for test development in 1986-87 include all expenses incurred for item writing, pretesting, and compilation of test forms, as well as statistical analysis for new test development. These are not the costs of the complete development of any one or more test forms, as the lead time to develop a test form is often 24 months. The test development cost incurred in any single year are for various phases of the development of several different forms.

Line 6 Expenses are incurred for research concerning various aspects of the GMAT, development, storage, and reporting of technical data and candidate information about the test, and research on the validity of the test performed for individual management schools.

Line 7 — Expenses included in this line are incurred for development and operation of admissions services for institutions which are broader than those projects included in #6 above. This item also includes expenses for the operations of the Graduate Management Admission Council which are necessary for it to maintain its active role in graduate management education, and responsibility for policy and direction of the testing program. It also includes expenses for education and professional development of admissions officers, the primary user of the test.

Line 10 — Expenses are incurred for publications and programs provided without charge for prospective MBA candidates. These include publications concerning financial aid and information for international students, and programs to promote awareness of graduate management education among members of minority groups.

(g) Enclosed are copies of the GMAT BULLETIN OF INFORMATION, GMAT CANDIDATE SCORE INTERPRETATION GUIDE, and THE GUIDE TO THE USE OF GMAT SCORES.

(h) The mean GMAT scaled score appears in Table 2 of the CANDIDATE SCORE INTERPRETATION GUIDE. The standard error of measurement for the GMAT total score for recent forms is about 26; this information also appears with an explanation in the CANDIDATE GUIDE. Information concerning California test-takers is not available at this time.

(i)(1) The required information appears in the publication GMAT CANDIDATE
(2)(3) SCORE INTERPRETATION GUIDE, distributed to all test subjects with
(4) their score report. It also appears on page 11 of THE GUIDE TO THE USE OF GMAT SCORES, distributed to all institutional score recipients.

(j) At this time, this information is not avialable for the 1986-87 testing year.

(k) This section is not applicable.

(l) None of these data are individually identifiable.

99154

(a) A copy of the GMAT TECHNICAL REPORT (copyright 1986) containing the required data is enclosed.

(b) A description of the test including title and purpose of the test, is contained in the GMAT 1986-87 BULLETIN OF INFORMATION for candidates, page 4. A schedule of locations and dates of test administrations in California appears on page 6 of the BULLETIN.

(c) None of these data are individually identifiable.

99156

(a) This information is contained in the BULLETIN on pages 4 and 14.

(b) This information appears on page 4 of the BULLETIN.

(c) The CANDIDATE SCORE INTERPRETATION GUIDE contains this information.

(d)(1) This information is contained in the GMAT CANDIDATE SCORE INTERPRETATION GUIDE and in THE GUIDE TO THE USE OF GMAT SCORES on page 11.

(2) The Graduate Management Admission Council is not aware of any existing date on this subject. This is stated in the BULLETIN on page 12.

(e) This description appears on pages 13 and 14 of the BULLETIN.

(f)(1) These descriptions appear on pages 14 and 15 of the BULLETIN.
(2)(3)

(g) This is described on page 14 of the BULLETIN.

(h) This is described on page 14 of the BULLETIN.

(i) Special services provided for handicapped or disabled test subjects are explained on page 10 of the BULLETIN.

(j) The policies and procedures in these situations are described on page 15 of the BULLETIN.

(k) A representative set of sample test items appear on pages 16, 17, 18 and 19 of the BULLETIN.

(l) Fees for various services are listed on the back cover of the BULLETIN.

99157
(a)(b) Test disclosure services are described on page 13 of the BULLETIN.
(c)(d)
(e)(f)

99158 Such a policy is in effect for the GMAT program.

99159
(a)(b) The procedures followed are described in ETS PROCEDURES
(c)(d) FOR QUESTIONED SCORES.
and
99160
(a)(b)
(c)(d)
(e)(f)
(g)

99161 The GMAC policy in this regard is articulated on page 14 of the BULLETIN.

NWB/bao
10/22/87
8-5

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December 1, 1987

Dr. Horace Crandell
California Post-Secondary
Education Commission
1020 12th Street
Sacramento, CA 95814

Dear Dr. Crandell:

I am writing to follow-up on my letter of November 10, 1987. I am enclosing the additional information requested under sections 99153, h and j for GMAT test takers during 1986-87. There are two sets of tables, one set for all test takers and one set for California residents only. Each set contains crosstabulations of GMAT total, verbal, and quantitative scores by sex and by U.S. population subgroup. Each box in the crosstabulations contains three numbers describing that subgroup of test takers: the mean score, the count of the number of test takers, and the standard deviation of the score.

Respectfully,

William Broesamle
President

/gt
Enclosure

Reply to:
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LSAC·LSAS

Law School Admission Council/Law School Admission Services

January 26, 1988

Horace F. Crandell
Postsecondary Education Administrator
California Postsecondary Education Commission
1020 Twelfth St.
Sacramento, CA 95814

Subject: Law School Admission Council/Law School Admission Services
Sponsor of the Law School Admission Test

Dear Dr. Crandell:

I submit herewith material reflective of Law School Admission Council/Law School Admission Services' compliance with Chapter 3 of Part 65 of the Education Code of California (the Act), as it pertains to the Law School Admission Test, a standardized test as described in the Act. These submissions comprise Law School Admission Council/Law School Admission Services' filing under Sections 99153 and 99155 of the Act.

Information required by Section 99153 is reported below for the program year ending June 30, 1987, with reference to applicable subsections of the Act.

Section 99153 (a). Three copies of each version of the test which was disclosed in the prior test year, along with the corresponding acceptable answers, and the methods used to convert raw scores into the test scores reported to test subjects and test score recipients, together with an explanation of that method.

Section 99153 (b). The dates of major or national administration of each test administered during the testing year:

June 16, 1986
September 27, 1986
December 6, 1986
February 21, 1987

Section 99153 (c). The total number of test subjects who have taken the test at least once: 101,272 (5,851 of these have taken the test at least one previous time in a prior test year); who have taken the test at least twice: 10,978; and who have taken it more than twice: 476 during the testing year.

Section 99153 (d). The total number of test subjects who registered for, but did not take the test: 26,505.

Section 99153 (g). A copy of all documents, pamphlets, and literature provided to the test subject and the test score recipient.

The 1986-1987 LSAT/LSDAS Information Book and Sample LSAT is distributed to all test candidates. Exhibit A, the 1986-1987 Information Book and Sample LSAT contains the information required at the following pages:

a) The purpose for which the test is constructed and intended to be used. Page 8 of Exhibit A.

b) The subject matters included on each test and the knowledge and skills that the test purports to measure. Pages 8 and 88-104 of Exhibit A.

c) The manner in which the test is scored and the relationship of the raw and scaled scores to the skills and knowledge it measures. Pages 8, 25-27, and 36-37 of Exhibit A.

d) The basis upon which such scores will be made available to persons or institutions. Pages 11 and 27-28 of Exhibit A.

e) A representative set of sample test items. Pages 105-139 of Exhibit A.

The Act requires that test subjects be provided with explanatory information to facilitate proper interpretation of test scores. Test subjects are provided with information on pages 29-37 of Exhibit A that explains the meaning of scores including: Validity, Reliability, Standard Error of Measurement, and Repeater Statistics. Information on these subjects also appears on the reverse of the test score report sent to each test subject. In fulfillment of other obligations, designated institutions that are score recipients have also been provided with this information. They additionally will have received the LSAC/LSAS Desk Book (Exhibit B is an excerpt from the LSAC/LSAS Desk Book) before the first report of test scores in the current test year. A copy of relevant excerpts from the current LSAC/LSAS Desk Book is included with this letter as Exhibit B in compliance with the provision that this information be provided to the Commission "prior to or coincident with the first reporting of test scores to any test score recipient during a testing year." Test dates and locations at which the LSAT was administered in California in 1986-1987 are indicated at page 78 of Exhibit A (1986-1987 LSAS Information Book) and Exhibit D (LSAT Test Centers for 1986-1987). The first test during the 1987-1988 testing year was given on June 15, 1987, with scores to be reported to test score recipients approximately four weeks later.

Test score recipients are provided with standard technical data sufficient to describe the psychometric quality of the test. These are provided in the sources referred to below. Exhibit C contains excerpts from the LSAC/LSAS Desk Book, a manual for users of the Law School Admission Test. Topics covered include: what the test measures (pg.10), test scoring (pg. 12), test reporting (pp.12-13), validity (pp.16-17), standard error of measurement and reliability (pp. 17-18), statistical data for the LSAT-National (pg. 18), and avoiding misuse of the scores (pg. 22).

Section 99153 (h). Where applicable, the national average test score: 29.0; the state average test score: 29.2. Information on the standard error of measurement, and any other existing information relevant to a comparison of the test scores of the state's test subjects with test scores of previous test subjects of the past five years can be found under 99153 (g).

Section 99153 (i). For those tests used to predict academic performance, the most recent national or regional aggregation of data concerning the predictive validity of all of the following:

1. Academic record or grades alone.
2. Standardized test score alone.
3. Academic record and test score combined.
4. Standardized test scores over and above the predictive validity of academic record alone.

The published reference set entitled Law School Admission Research includes this information in the study designated LSAC 76-78; W. B. Schrader, Summary of Law School Validity Studies, 1948-75, Vol. III p. 519, which was filed with the Commission in September 1979. Volume IV of Law School Admission Research, which was filed with the Commission in December, 1985, includes the most recent data concerning predictive validity in the studies designated LSAT-82-1, F. R. Evans, Recent Trends in Law School Validity Studies, p. 347, and LSAC-83-1, R. L. Linn and C. N. Hastings, A Meta-Analysis of the Validity of Predictors of Performance in Law School. These studies have been distributed to institutions that are test score recipients as required. Over the years, the majority of law schools have participated in statistical studies that compared students' LSAT scores with their first-year grades in law school. Although the correlations between test scores and grades are not perfect, these studies show that LSAT scores help to predict which students will do well in law school. Moreover, a combination of students' scores and undergraduate grade averages gives a better prediction than either factor considered alone. Traditional validity studies concerning the edition of the Law Schol Admission Test first introduced in June 1982 have not as yet been carried out. However, LSAC/LSAS has, for the past three years, conducted preliminary correlation studies for those law schools interested in the preliminary predictive potential of the revised LSAT. As is the case with undergraduate grade averages, the correlation between LSAT scores and first-year law school grades varies from one law school to another. During 1986, preliminary correlation studies were conducted for 140 of the 175 LSAC-member schools. Correlations between LSAT scores and first-year law school grades ranged from .20-.66. Correlations between LSAT scores combined with undergraduate grade averages and first-year law school grades ranged from .33 to .71.

Section 99153 (j). Using available data, the racial, ethnic, and sex breakdown of all test subjects taking the test during the testing year:

Male	57,297
Female	43,947
American Indian	543
Black/Afro-American	7,573
Caucasian/White	82,373
Chicano/Mexican-American	1,262
Hispanic	2,195
Asian-American/Pacific Islander	2,978
Puerto Rican	1,520
Other	1,831
No response	997

To meet the requirement of Section 99153 (e), (f) and (k), I am enclosing a copy of the 1986-1987 audited financial report for LSAC/LSAS along with detailed information on the fee schedule in use during that fiscal year (Exhibits D and E). As you will note, LSAC/LSAS provides comprehensive admission services to law school applicants and to law schools; thus, allocations of revenue to discrete services would not provide an accurate picture of the relationship of fees to services. We feel that the audited financial report will afford you a greater familiarity with the financial posture of LSAC/LSAS than would be possible by artificially disaggregating financial data and allocating it to specific services.

Information required by Section 99155 is reported below for the program year ending June 30, 1987, with reference to applicable sections of the Act.

Section 99155 (a). The total number of test subjects who listed California as the state of permanent residence: 9,512 (this number includes only first-time test-takers). The total number of test subjects who took the test at a test center located in the state of California: 10,091 (this number may include individuals taking the test more than once).

Section 99155 (b). The performance of California test subjects. The state average score: 29.2. (Please note that this average is for all tests administered in California during the test year. In previous years, the average score reported was for those test subjects who also concurrently or subsequently subscribed to the Law School Data Assembly Service and who had applied to at least one ABA-approved law school. If we had used this same database for 1986-87, the state average score would have been reported as 32.8. In future years LSAC/LSAS will supply the mean score for all tests administered in the state.) Information relevant to a comparison of the test scores of the state's test subjects with test scores of previous subjects of the past five years can be found in this letter of compliance under 99153 (g).

Section 99155 (c). The predictive validity of test scores as specified in subdivision (i) of Section 99153. Information relevant to validity is contained in this letter of compliance under 99153 (i).

Section 99155 (d). A description of the information specified in subdivisions (a), (b), and (c) according to the sex and ethnicity of test subjects.

(a) Using available data, the racial, ethnic and sex breakdown of all test subjects taking the test during the testing year in the state of California:

Male	5,528
Female	4,562
American Indian	86
Black/Afro-American	733
Caucasian/White	7,235
Chicano/Mexican-American	486
Hispanic	339
Asian-American/Pacific Islander	771
Puerto Rican	35
Other	308
No response	98

(b) Reference 99155 (b), above.

(c) The published reference set entitled Law School Admission Research includes information on validity broken down by sex, race and ethnic group in the study designated LSAC 76-6; Barbara Pitcher, subgroups validity Study, Vol. III p. 413, which was filed with the Commission in January, 1987.

Section 99155 (e). The revenues received by test sponsors, and the proportion of those revenues expended for test development and administration. A copy of the 1986-1987 audited financial report is attached as Exhibit D.

This completes the information required by the Act. Please feel free to contact me if I can provide any further information.

Sincerely,

Rick Batlan
Test Production Coordinator

RB/pr

Enclosure(s)

EXHIBITS AND ENCLOSURES

Exhibit A - 1986-87 LSAS Information Book and Sample LSAT

Exhibit B - Excerpt from 1987-88 LSAC/LSAS Desk Book

Exhibit C - LSAT Test Centers for 1986-1987

Exhibit D - LSAC/LSAS Inc. Combined Statement of Revenues and Expenses and Changes in Fund Balance.

Exhibit E- Fee Schedule 1986-1987 Information Book, pp. 15-17.

Enclosures

1) Disclosed test (3 copies) and answer keys
   June 16, 1986
   September 27, 1986
   December 6, 1986
   February 21, 1987

2) 1986-1987 Law School Admission Information Book and Sample LSAT

3) Excerpts from 1987/88 LSAC/LSAS Desk Book

4) LSAT Test Centers for 1986-1987

5) LSAC/LSAS Inc. Combined Statement of Revenues and Expenses and Changes in Fund Balance

6) Fee Schedule 1986-1987

Exhibit D

LAW SCHOOL ADMISSION SERVICES, INC. AND
LAW SCHOOL ADMISSION COUNCIL, INC.

Combined Statement of Revenues and Expenses
and Changes in Fund Balance

	Year Ended June 30	
	1987	1986
Revenues		
Admission service fees	$13,317,340	$10,523,579
Publication programs	626,168	380,888
Student loan program	511,166	339,003
Conference fees	241,948	194,067
Data output and reports	127,262	55,684
Interest income	906,623	726,624
Miscellaneous income	13,186	8,023
(Loss) gain on sale of investments	(27,034)	24,932
Total revenues	15,716,659	12,252,800
Net book value of removed assets (note 1)	(307,457)	-
Total net revenues	15,409,202	12,252,800
Expenses		
Personnel costs (notes 1 and 5)	3,546,198	3,563,406
Professional services	1,977,003	1,679,144
Law school education programs	292,100	474,468
Physical plant costs	594,002	666,503
Equipment, supplies, materials and maintenance	2,797,193	2,904,190
Communications and shipping	1,180,194	877,713
General business expenses	765,816	662,187
Total expenses	11,152,506	10,827,611
Excess of revenues over expenses	4,256,696	1,425,189
Fund balance, beginning of year	9,075,740	7,650,551
Fund balance, end of year	$13,332,436	$ 9,075,740

association of american medical colleges

January 29, 1988

Norman Charles
California Postsecondary
Education Commission
Second Floor
1020 Twelfth Street
Sacramento, California 95814

Dear Mr. Charles:

The information contained herein is submitted in response to the requirements of Sections 99153 through 99155 of the California Education Code concerning the Medical College Admission Test (MCAT).

The summary of income and expenses for the MCAT and the American Medical College Application Service (AMCAS) as required by the Code is delineated on the attached statement. The following data on the MCAT are reported for the July 1, 1986, to June 30, 1987, test year:

Total number of tests administered:	38,557
Total number of individuals taking the MCAT once during the test year:	35,635
Total number of individuals taking the MCAT twice during the test year:	1,461
Total number of individuals who registered but did not take the test for which they registered:	6,744

Since the test is given only twice during the test year, this also represents the maximum number of times an individual can sit for the test. The MCAT fee was $65.00 for the Fall 1986 administration and $75.00 for the Spring 1987 administration. It is important to note that individuals who register for a specific test administration and subsequently do not sit for that test are provided the opportunity to register for the following test administration for a fee of $10.00. The remainder of the previously submitted registration fee is credited toward the individual's second registration.

One Dupont Circle, N.W./Washington, D.C. 20036 / (202) 828-0400

The distributions of MCAT scores for examinees who declared California as their legal state of residence for the two reported administrations are enclosed. The two enclosures entitled "Table 1" represent the distribution of MCAT scores for all examinees who sat for the same administrations.

If you have any questions concerning any of the enclosed information, please feel free to contact me.

Sincerely yours,

Robert L. Beran, Ph.D.
Assistant Vice President
Section for Student and
Educational Programs

RLB:lt
Enclosures: September 1986 "Table 1"
April 1987 "Table 1"
MCAT 1986 Summary of Score Distributions
The MCAT Student Manual
MCAT 1987 Registration Packet

STATEMENT OF INCOME AND EXPENSES
MEDICAL COLLEGE ADMISSIONS TEST (MCAT)
AMERICAN MEDICAL COLLEGE APPLICATION SERVICE (AMCAS)
FOR THE PERIOD JULY 1, 1986 TO JUNE 30, 1987

	MCAT	AMCAS
EXPENSES		
A. Directly Attributable to the Test		
1) MCAT Research and Development	306,755	-
2) Operations	1,497,585	-
3) Interpretive Services & Information Dissemination	544,302	-
4) Reserve for Future Redesign	166,315	33,685
5) Special Legal Services	150,322	-
B. Indirectly Attributable to the Test		
1) Overhead	174,175	694,262
C. Data Assembly Services		
1) AMCAS Reporting	-	2,420,014
2) AMCAS Development	-	36,640
TOTAL EXPENSES	2,839,454	3,184,601
INCOME		
MCAT Testing Fees	2,936,073	-
Additional MCAT Score Report Fees	163,939	-
AMCAS Fees	-	3,723,374
TOTAL INCOME	3,100,012	3,723,374
INCOME OVER EXPENSES	260,558	538,773

MCAT RESEARCH & DEVELOPMENT - Continued development of test items and forms and research concerned with test interpretation.

OPERATIONS - Activities associated with national test administration and score reporting.

INTERPRETIVE SERVICES & INFORMATION DISSEMINATION - Provision of materials, reports, and consulation regarding MCAT interpretation and performance.

OVERHEAD - 72% on salaries of AAMC personnel. Calculated at federally audited rate.

AMCAS REPORTING - Organization, validation, and dissemination of application materials, including MCAT scores.

References

American College Testing Program. *The ACT Assessment Test Preparation Reference Manual for Teachers and Counselors.* Iowa City: The Program, 1987a.

--. *The High School Profile Report, Graduating class of 1987: State Composite for California.* Iowa City: The Program, 1986b.

--. *Preparing for the ACT Assessment.* Iowa City: The Program, 1987.

--. *State and National Trend Data for Students Who Take the ACT Assessment. California.* Iowa City: The Program, 1986c.

Association of American Medical Colleges. *MCAT Student Manual.* Washington: Association of American Medical Colleges, 1984.

Bond, Lloyd. "In Defense of Admissions Testing." *The Chronicle of Higher Education*, Volume XXXIII, Number 14 (June 4, 1986) p. 72.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of January 1988, the Commissioners representing the general public are:

Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach, *Chairperson*
Henry Der, San Francisco
Seymour M. Farber, M.D., San Francisco
Lowell J. Paige, El Macero
Cruz Reynoso, Los Angeles, *Vice Chairperson*
Sharon N. Skog, Palo Alto
Thomas E. Stang, Los Angeles
Stephen P. Teale, M.D., Modesto

Representatives of the segments are:

Yori Wada, San Francisco; appointed by the Regents of the University of California

Claudia H. Hampton, Los Angeles; appointed by the Trustees of the California State University

Borgny Baird, Long Beach; appointed by the Board of Governors of the California Community Colleges

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions

Kenneth L. Peters, Tarzana; appointed by the California State Board of Education

James B. Jamieson, San Luis Obispo; appointed by California's independent colleges and universities

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other state agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, William H. Pickens, who is appointed by the Commission.

The Commission publishes and distributes without charge some 40 to 50 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 95814; telephone (916) 445-7933.

STANDARDIZED TESTS USED FOR HIGHER EDUCATION ADMISSION AND PLACEMENT IN CALIFORNIA DURING 1987

California Postsecondary Education Commission Report 88-14

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

88-6 Comments on Educational Equity Plans of the Segments: A Staff Report on the Development of Plans by the State Department of Education, the California State University, and the University of California to Achieve the Educational Equity Goals of Assembly Concurrent Resolution 83 (1984) (February 1988)

88-7 Size, Growth, and Cost of Administration at the California State University: A Report Prepared by Price Waterhouse and MGT Consultants for the California Postsecondary Education Commission (February 1988)

88-8 Overview of the 1988-89 Governor's Budget for Postsecondary Education in California: Testimony by William H. Pickens, Executive Director, California Postsecondary Education Commission (March 1988)

88-9 Faculty Salaries in California's Public Universities, 1988-89: The Commission's 1987 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1988)

88-10 Eligibility of California's 1986 High School Graduates for Admission to Its Public Universities: A Report of the 1986 High School Eligibility Study (March 1988)

88-11 Eligibility for Freshman Admission to the University of California: A Statement to the Regents of the University by William H. Pickens, Executive Director, California Postsecondary Education Commission, February 18, 1988 (March 1988)

88-12 Time to Degree in California's Public Universities: Factors Contributing to the Length of Time Undergraduates Take to Earn Their Bachelor's Degree (March 1988)

88-13 Evaluation of the California Academic Partnership Program (CAPP): A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984) (March 1988)

88-14 Standardized Tests Used for Higher Education Admission and Placement in California During 1987: The Third in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984) (March 1988)

88-15 Update of Community College Transfer Student Statistics Fall 1987: University of California, The California State University, and California's Independent Colleges and Universities (March 1988)

88-16 Legislative Update, March 1988: A Staff Report to the California Postsecondary Education Commission (March 1988)

88-17 State Policy for Faculty Development in California Public Higher Education: A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act (May 1988)

88-18 to 20 Exploring Faculty Development in California Higher Education: Prepared for the California Postsecondary Education Commission by Berman, Weiler Associates:

- **88-18** Volume One: Executive Summary and Conclusions, by Paul Berman and Daniel Weiler, December 1987 (March 1988)
- **88-19** Volume Two: Findings, by Paul Berman, Jo-Ann Intili and Daniel Weiler, December 1987 (March 1988)
- **88-20** Volume Three: Appendix, by Paul Berman, Jo-Ann Intili, and Daniel Weiler, January 1988 (March 1988)

88-21 Staff Development in California's Public Schools: Recommendations of the Policy Development Committee for the California Staff Development Policy Study, March 16, 1988 (March 1988)

88-22 and 23 Staff Development in California: Public and Personal Investments, Program Patterns, and Policy Choices, by Judith Warren Little, William H. Gerritz, David S. Stern, James W. Guthrie, Michael W. Kirst, and David D. Marsh. A Joint Publication of Far West Laboratory for Educational Research and Development • Policy Analysis for California Education (PACE), December 1987:

- **88-22** Executive Summary (March 1988)
- **88-23** Report (March 1988)